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THE LIBRARY JOURNAL

TWICE-A-MONTH

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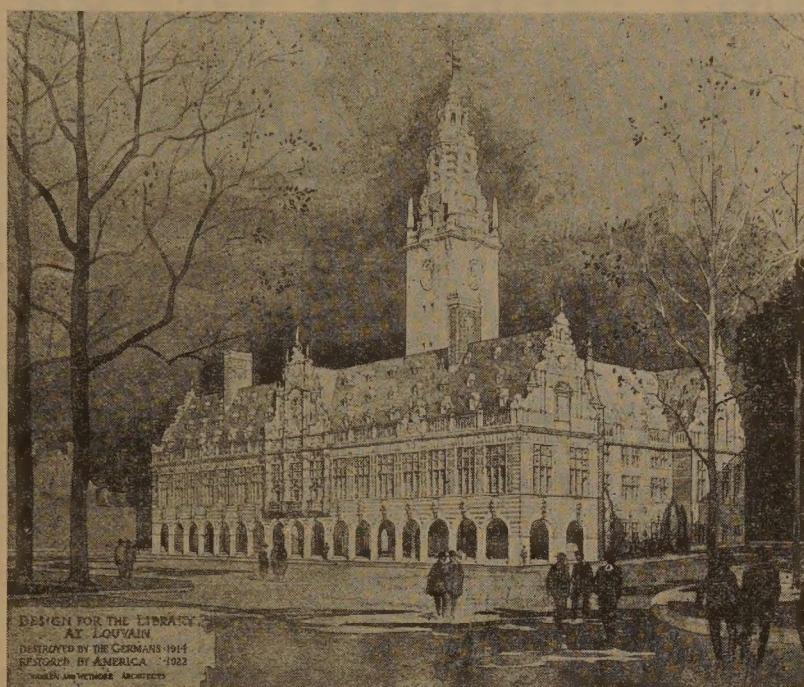
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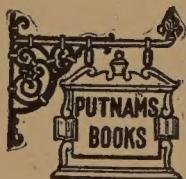
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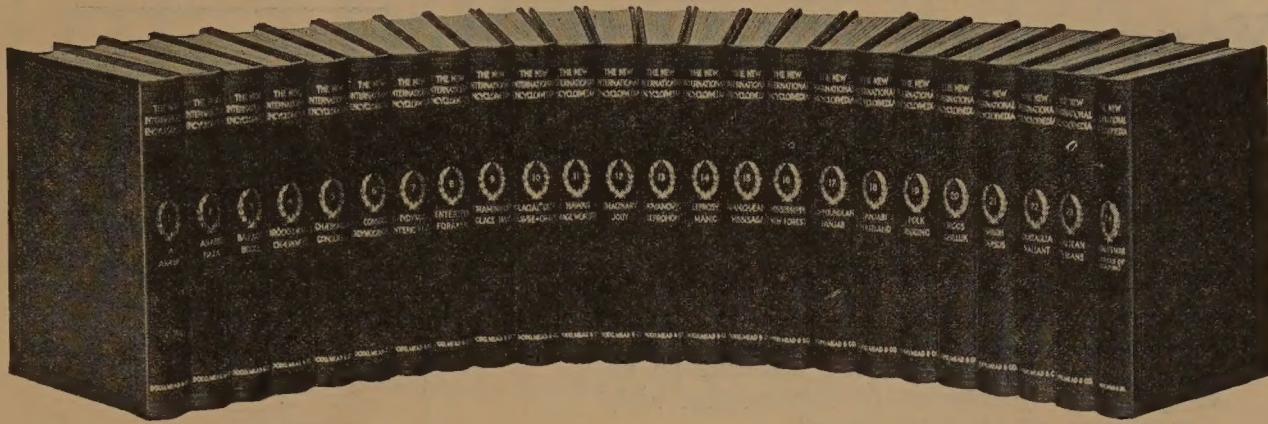
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the business branch, Indianapolis Public Library, in preparing A. L. A. "Reading Course on Business." This little catalog contains a list of about 300 titles.

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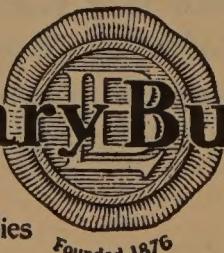
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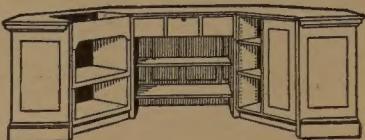
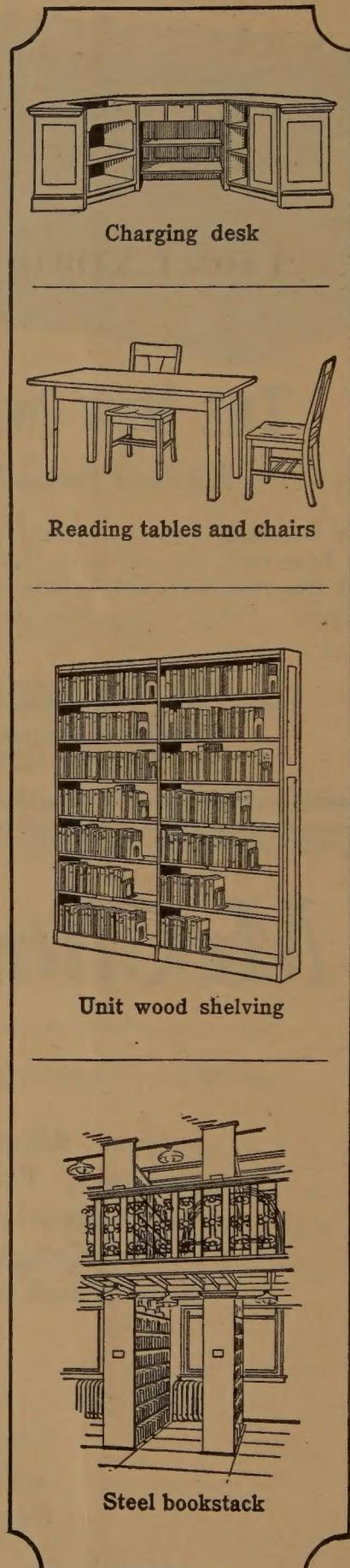
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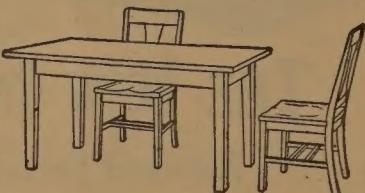
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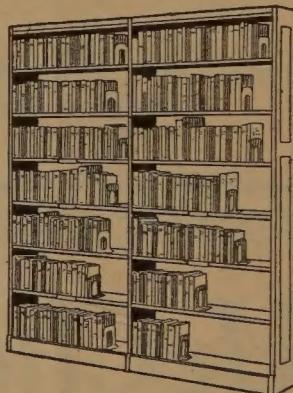
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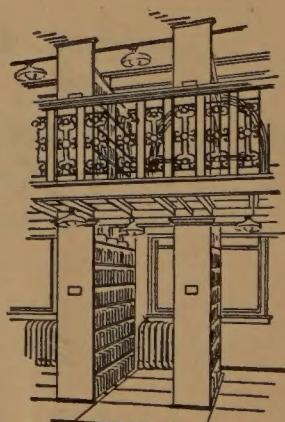
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THE LIBRARY JOURNAL

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MAY 15, 1923



The Expanding Responsibilities of the American Library Association*

BY GEORGE B. UTLEY

Librarian of the Newberry Library, Chicago, and President of the A. L. A.

THAT faithful servant of the Lord, John Woolman, whose classic journal our venerable honorary member admonishes us to take as a part of our five feet of education, once sagely remarked, "It is a weighty thing to speak much in large meetings for business, for except our minds are rigidly prepared and we clearly understand the case we speak to, instead of forwarding we hinder business, and make more labour for those on whom the burden of the work is laid." This is a most propitious occasion to put into practice that excellent observation, and so, altho custom and tradition seem to require some word from your presiding officer in the nature of a presidential address, that word is to be brief and soon said, that the risk may be minimized of making more labour for you on whom the real burden of this conference is laid.

From the earliest recorded gatherings of our craft down the years to the present time librarians have been quick to realize and to express their obligation to the public whose literary and book loving interests they represent. When we and our professional forebears have gathered in solemn—often too solemn—bibliothecal conclave, personal aggrandizement has not been our primary aim or the thought uppermost in our deliberations, but rather we have gravely sensed our responsibilities to the users of our libraries and to the larger number in our communities who should be their patrons.

So, seventy years ago, we find Charles C. Jewett in his president's address at the first librarians' convention ever held, emphatically saying, "We meet to provide for the diffusion of a knowledge of good books, and for enlarging the means of public access to them.

Our wishes are for the public, not for ourselves." So, too, we find Justin Winsor, the first president of this association, saying in his address at the first annual conference in 1877, "An association of librarians exists primarily for the benefit of the libraries, which they represent and which they hold in trust for the public, which supports them, directly or indirectly."

And a little nearer our own day we find Henry M. Utley saying in his presidential address at the Denver conference in 1895, "Those who are charged with the management and control of libraries have imposed upon them a very grave responsibility. They are not merely the custodians of the books which the public purse has bought; they are commissioned to guide in the path of highest progress. In this light the function of the librarian assumes the halo of a holy office. He who discharges it earnestly and faithfully may do much to help forward the enlightenment of his generation."

These are but three of the almost innumerable passages in our *Proceedings* which might be drawn upon to show that our fathers of the library faith have in all these matters set us worthy examples of the attitude we should take toward our work. But their pioneer efforts, supplemented by the fruitful endeavors of many in the present generation, have pointed out the way and opened the door to wider responsibilities that we and our successors must face and go forward to meet. Librarians, as individuals, have been quick from the first to recognize that they have held high obligations to the immediate public they directly serve. Furthermore, with steady growth thru the years, the rank and file of our vocation have sensed and expressed the conviction that they owe the debt of professional service to a considerable degree beyond their local horizon, and that the full measure of social service requires

* President's address to the A. L. A. at the forty-fifth annual conference held at Arkansas, Hot Springs National Park, April 25th.

that some time, thought and effort be given to national as well as to local problems.

To the American Library Association is largely due the development of this sense of a wider responsibility. Its function in this direction was admirably expressed by Mr. Putnam at the conference of 1898 when, in the course of his president's address, he said, "What we can do in these national conferences is to gather up the larger experience, to record tendencies, to estimate their effect for good or for ill, to determine principles, and then to throw the entire influence of this national associated opinion into the application of them." In its conferences matters for the general library good have been discussed; its committees have studied the needs of the country rather than those of a restricted district; and its officers have endeavored to see the whole field and not merely the little plot in which they worked.

But while all these commendable things can be said with little risk of challenge, let us not, as an association, any more than as individuals, bask in the sunshine of gratification over a duty well done, for a new day has dawned, bringing with it new responsibilities which must perhaps be met in new ways.

In 1918 the American Library Association, entered Europe. Our service was to fellow Americans who found themselves far from home, and who welcomed, as never men before welcomed, the ministration of the printed page. This service, made possible by generous public contribution, participated in by librarians from every section of the country and in every section of the country, provided an unforgettable example of the no mean combination we can make as an association when a national emergency spurs us to do our best. Thus we have been put on record as to our capacity to recognize an associational responsibility and our capability to meet it. The service-seeking world will henceforth expect the more of us since seeing what we collectively are able to do. Merely then to meet that degree of obligation—to render that degree of service—which formerly we were accustomed to set for ourselves and accept as the just measure of our strength, will no longer permit us to present a self-respecting front to an exacting world. New responsibilities and opportunities are ours and in some way we must find the means to meet them.

The world as a whole still knows little of the American Library Association, but our existence, our aims, our potential service are within the present field of knowledge certainly of some who knew nothing of us the last time we gathered south of the Mason and Dixon line,

and because of this increased knowledge about us and because of the consequent multiplying opportunities for social service, our responsibilities have vastly expanded and must somehow be met. We are accustomed to hear it said that modern transportation has made the world as a whole smaller than were the thirteen American colonies, and if this means anything to our nation at large it means something as well to the various service units which comprise it. Just so surely as our national policies can not be shaped permanently to ignore the plight of Europe, but must sooner or later recognize that America is henceforth linked to the nations overseas by ties and interests which did not exist in the days of Washington or even of Grover Cleveland, so surely will it be impossible henceforth for the American Library Association to forget that its activities of 1918 and 1919 opened avenues of opportunity that can never be abandoned, but which are certain to lead to even more intimate international relationships.

The development of the Paris library from a war emergency into a permanent peace-time enterprise; the influence resulting in various European cities and seats of learning from the gift of small collections of war service books; the publicity intentionally or otherwise given overseas to American library economy; the increased desire of young people of western Europe to come to America to receive library training, or their appeal to have training brought over to them—all these are plantings which are ours, which are growing, and which are bringing us increased responsibility whether we desire it or not.

The Paris library is now an independent corporation—it is no longer officially a part of the A. L. A., but it is closely linked to us by bonds growing out of our past relations. For a long time to come our Association—altho it has no further financial aid to give nor is any expected of us—must recognize peculiar obligations to this offspring, and do whatever lies within its power to help that institution to a position of strength and to an assured future. And in no way can we, as librarians or as an organization, do a better service than by responding as generously as may be to the present urgent need in continental Europe for American books and magazines. President McCracken of Vassar, who has returned recently from a visit to nearly thirty European universities, in the course of which he made a careful inspection of the books published in English in the different libraries, said in a recent letter to Secretary Milam, "I have returned impressed with the

need and with the emergency that exists today in the libraries of continental Europe. We can do a work of immense value, in this period of depressed *valuta*, in the equalization of opportunity around the world for the exchange of ideas. This is surely not charity, or even philanthropy. Perhaps we would better call it democracy, and let it go at that. To me it seems mere justice."

In this worthy enterprise, so necessary if European scholarship is to regain its foothold and continue its contributions to science, art, history, philosophy and literature, we are fortunate to be able to work hand in hand with the Laura Spelman Rockefeller Memorial, whose trustees have recently made a grant to the A. L. A. for the specific purpose of supplying American books and periodicals to a selected number of university libraries in some of those countries whose depreciated currency makes the purchase of foreign publications prohibitive.

Turning from this hurried glance at certain responsibilities of ours which in their expansion have taken on international aspects, let us look for a few moments at the situation nearer home. Much has been said and written with library extension as the text. From all sides we have become accustomed to hear that only about fifty per cent of the population of the United States, and perhaps no greater proportion of that of Canada has access to the privileges of a public library or can obtain the use of a publicly owned book. Startling have been the revelations as to what our fellow citizens read and do not read, as they have been disclosed to us thru the investigations of our colleagues from time to time, as, for example, those made some years ago by Mr. Bailey of Wilmington, and by Mr. Wyer of Albany. When we meet we think on these things; we consider means of reducing that high percentage; we encourage the establishment of county libraries as a practical agency for carrying books into rural communities; we urge the creation of effective library commissions in states and provinces which do not now have them; we promulgate library publicity that will aid those interested and concerned in library development in bringing home the facts in the case and presenting them forcefully before the eyes of legislating and appropriating bodies. We are, for instance, meeting at this time in this particular section of the country in order to help our southern colleagues in their struggle with the problems of library extension. As individual librarians many of you here gathered have done all you personally could do to further the worthy enterprise of more libraries and

better libraries; as officers of library commissions many of you have rendered distinguished service to your colleagues in states or provinces where the establishment of a publicly supported commission was being agitated; and as a national association we have done something to help in this direction. But what the A. L. A., as an organization, has been able to do compared with what needs to be done, has been little indeed. I speak as one knowing something of the Macedonian calls which come to the headquarters office, and the keen regret of those engaged in the work that so little can be done commensurate with the need and with the demand. The majority of even our own membership has no just comprehension of the appeals for help that pour in, of their variety, of their professional significance and of the far-reaching influence of satisfactory responses. One at least who has been associated with this work pleads guilty to the serious charge of having been so busy attempting to do the things that were pressing to be done that not enough time was spent acquainting the world of these needs and opportunities.

Here in this broad and fertile field of library extension, with the needs so clearly seen and with the demands so definite, lies the greatest opportunity of the American Library Association. Since Mr. Dewey devised it for us, we have held as our motto, "The best reading, for the largest number, at the least cost." At various times and on numerous occasions we have emphasized the duty of furnishing the "best reading," and thru our conference discussions and even more thru the work of energetic committees we have stressed the need of supplying this reading at the "least cost." Let us turn our face now with new determination full to the large but worthy task of doing all that is humanly possible to bring this best reading to the "largest number."

This is no new problem. I do not present it to you as such. It is the old problem to solve which public libraries were created. Josephus N. Larned, librarian and historian, who knew books so well and loved them so sincerely and who craved so ardently that knowledge and that love for all his fellows, said to this Association at its meeting at Lake Placid in 1894, "Those who serve the public libraries have a great responsibility laid on them. . . It is our business to assume that the mission of good books, books of knowledge, books of thought, books of inspiration, books of right feeling, books of wholesome imagination, can be pushed to every hearth and to every child and parent who sits by it. And it is our business to labor unsparingly toward the making of that assumption

good, without reckoning any fraction of hopelessness in it."

Altho this problem has been with us since the beginning of our association history, the obligation to extend library service classifies itself as one of our expanding responsibilities, because the issue comes to us with a new alignment and down new avenues of approach. Again, "it is the war." Communities have not, as a rule, clamored for libraries and for books to read. If they had there would be more libraries, and fifty per cent of our people would not be without library advantages. But, as we know, the returning soldiers and sailors, with memory fresh of the delights of books read in camp, hospital or on shipboard, have been the leaven in many communities. The dissatisfaction of the ex-service man was vocal and audible at not being able to obtain at home what was so easily secured in service. For four years he has been our best ally in the field. He has been the quickest to appreciate the value of a public library and often the first locally to advocate its establishment. But, like all the rest of us, he has a short memory, and he will become discouraged and will cease to agitate. The time will soon pass when we can so easily obtain his sympathetic endorsement of our desire to extend the best reading to the "largest number." We do not realize as we should what an opportunity we are letting slip in not pushing library extension more energetically while we have the ex-service man as our firm ally.

And the burden and the responsibility rests on the A. L. A. I am not advocating or even suggesting that it depart from its present policy and enter the field as an agency of direct service to the public, even if it had the means to undertake such an activity. But in many indirect ways, if financial means could be found, it could be an incalculable stimulation. If more timely helpful publications could be compiled and widely distributed; if more exhibits setting forth what libraries mean to other towns and countries could be prepared and sent the rounds of fairs, grange meetings and other gatherings, if personal representatives of the Association—field agents we call them in other avenues of service—could be on call to go here and there, conferring with local bodies, addressing state groups, advising how to proceed, preaching the gospel of good books and public libraries—if we could do some of these things, then verily we would be meeting our expanding obligations with credit.

But the encouragement of new libraries and of service to new groups, fundamental and appealing as it is, is not the only way in which the A. L. A. can show its appreciation of the

importance of placing books in the hands of more people and making readers of them. Almost as great and far-reaching is the effect that comes from helping to bring about greater efficiency in the administration of libraries already existing. Last year in his presidential address, Mr. Root made a vigorous plea for the active prosecution of the proposed library survey. Another conference year has passed and only a modicum of progress has been made on this work which many members of the Association believe to be of very great importance. To do the work properly funds are necessary in order to give the committee in charge both trained and clerical assistance and to subsidize the publication of the study when it is completed. The Association could perform a great service to municipalities, to colleges and universities, to high and normal schools, and to other community groups, by placing at their disposal the well-digested information that the survey would make available. This is such a reasonable service and so peculiarly within the province of the A. L. A. that I believe it assumes the proportion of a direct obligation, and part of this is the obligation to obtain thru some channel the funds necessary to push the work to a successful conclusion. Many a library is now ineffective because its governing board has no measuring rod to determine what constitutes library efficiency; it does not know just how much service the library should reasonably be expected to render; or whether it is providing what it ought to provide. The survey would furnish something tangible and would give definite facts to the board not satisfied with a guess.

The American Library Association itself gives no library training and I do not believe it should, but there is no phase of library activity in which it should be more deeply concerned, for sound professional training is the basis on which better libraries are built. Thru its committee on library training, its section on training, thru the publication of books and other material, and thru many activities of the headquarters office, the A. L. A. is acknowledging its responsibility to library training and expressing its desire to serve those directly engaged in that work. The Association of American Library Schools has, of course, been able to relieve the larger body of certain functions, but I am sure that no members of that organization, all of whom consider themselves members of the A. L. A. first, and of the younger body second, would fail to acknowledge the obligations of the older association. In particular the American Library Association should call attention more emphatically to the need of increased

facilities for library training—in other words to the need for more library schools. Library salaries are gradually advancing; staffs of large libraries are increasing; and boards of small libraries are recognizing the wisdom and ultimate economy of installing trained librarians. There is the demand from many quarters for trained men and women and the existing schools can not expand very much beyond their present capacities. Who, better than leaders of A. L. A. policy, can determine the need for more trained people, and who, if not the A. L. A., should be responsible for seeing that the supply meets the demand? Not only do we need more people trained in the fundamentals of library economy; we need more nearly adequate provision for training advanced students, especially in the fields of administration and bibliography. If one of our large universities, possessing adequate library facilities for practice and research, could establish such a school and offer such advanced courses it would do more toward making librarianship a recognized profession than anything else I can think of at this time.

For many years some of us have been keenly aware that the Association was failing conspicuously in meeting obvious obligations to the large libraries of the country. When Mr. Carnegie gave a fund for endowment in 1902 he expressed the wish that the income be used in helping to meet the bibliographic needs of small libraries, and the Association officers, from that day to this, have been so conscientious in seeing to it that the small libraries received the benefit of that gift, that the large libraries have been much neglected. The fact remains, however, that a certain amount of assistance from the A. L. A. would be of incalculable value to scholars and research workers. I have in mind at this time the excellent paper presented by Mr. Lydenberg last year at Detroit, in which he suggested some of the bibliographical publications by which research workers, who for the most part patronize our larger libraries, would profit if their preparation and publication could somehow be effected. If our Association is to be well proportioned in its functioning and is to command the interest and support of all classes of libraries and library workers, as it truly should, the needs of scholarship must be recognized as well as those of the general reader. In the failure, temporary we hope, of European scholars to pursue their investigations to anything like the extent or degree of pre-war days, due to the chaotic economic and social conditions, it is more than ever the duty of all concerned to help American scholarship carry forward the torch of learning. Nothing could so dignify our vocation and raise it in the estimation of scholars as to assist those who are en-

gaged in bibliographical research, and to do something in this direction is far from the least of our Association's expanding responsibilities.

Three years hence the American Library Association is to commemorate its fiftieth anniversary. A committee to draft and direct the carrying out of a suitable recognition of this event has been appointed and we shall soon be hearing of its plans and of what it thinks we ought to do for the proper celebration of that occasion. So while we survey the road we have traveled is it not an appropriate time, these next three years, to plan how best to meet these new obligations and these old ones that come to us from new angles? In short, what we do to celebrate our semi-centennial should be done definitely with a view to meeting these expanding obligations and responsibilities.

Our associational responsibility is primarily professional and, therefore, primarily to libraries and librarians. No one with vision of the true functions of a national association, such as ours, would wish to shift the point of stress, or rightly conceive that in so doing he was best serving the interests of the largest number. But back of our professional concern always stands the general public whom we serve. Were it not for them we should not exist as an organization, we should have no functions, we should have no collective responsibilities to consider and discuss. So, therefore, our responsibility is truly to the public, and because it is indirect it is no whit less vital or imperative.

Tools Wanted by Brussels Students

In view of the many offers of help that I have received from kind friends in America, and of the LIBRARY JOURNAL's having offered space for a statement of our needs at the Library School in Brussels, I give here a list of the tools we most urgently need. These need not be the latest editions. Any edition can be made useful and all will most gratefully be received. Material may be sent to me at the Pratt Institute Library School, Brooklyn, preferably before June 15th.

- A. L. A. Catalog rules.
- A. L. A. List of subject headings.
- Bostwick. The American public library.
- Cutter. Rules for a dictionary catalog.
- Dewey. Decimal Classification.
- Library of Congress. List of subject headings.
- Dana. Library primer.
- Mudge. Guide to reference books.
- Hazeltine. Library work with children.
- Walter. Abbreviations used in book catalogs.
- Back numbers of LIBRARY JOURNAL and *Public Libraries*.
- Any material on library organization, library methods, library buildings, open access, etc.

RACHEL SEDEYN,
Librarian at the University of Brussels.

Censorship of Fiction in the Public Library

BY MARY U. ROTHROCK
Librarian of the Lawson McGhee Library, Knoxville, Tenn.

SHOULD the librarian be a censor, or should he not? * What answer he shall give to this question puzzles and harasses every library worker who comes in contact with the public, particularly in the Lending Section. There are different and opposing points of view, and plausible reasons may be advanced in favor of each. It is important for our peace of mind and important also for the place of the library in a democratic community that we should settle this question, at least in our minds and to our own satisfaction. Certain it is that our daily work will permit us neither to escape it nor to forget it.

The case for the librarian as censor was stated well fifteen years ago by Dr. Bostwick in the *LIBRARY JOURNAL*¹. "As the library's audience becomes larger," he says, "as its educational functions spread and are brought to bear on more and more of the young and immature, the duty of sifting its material becomes more imperative." This does not mean the necessity of selection imposed by lack of funds for that scarcely involves censorship but "there are books that would have been welcome on our library shelves but for some one objectionable feature, whose appearance on examination insures their exclusion—some glaring misstatement, some immoral tendency, some offensive matter or manner. These are distinctly rejected candidates. And when the library authority, whether librarian, book committee, or paid expert, points out the objectionable feature that bars out an otherwise acceptable book the function exercised is surely censorship. . . . The librarian may, if he will—and he does—say to this menacing tide, "Thus far shalt thou go and no farther.'"

The present policy of a number of representative public libraries with respect to so-called objectionable books was summarized in the *LIBRARY JOURNAL* last fall by Mr. Louis N. Feipel of the Brooklyn Public Library under the title "Questionable Books in Public Libraries."² The

* Any discussion of the subject of censorship from the library point of view must take particularly into account the articles of Dr. Bostwick and Miss Bacon cited below. Acknowledgement is made for the use in this paper (prepared for the A. L. A. Lending Section's meeting at Hot Springs, April 25, 1923), of some general ideas expressed by them, as well as the specific quotations.

¹ Bostwick, Arthur E. The librarian as censor. *LIBRARY JOURNAL*. v. 33, p. 257-264.

² — 1922. v. 47, p. 857-861; 907-911.

results of this survey showed on the whole a swing from the censorship idea and at the same time a few instances of pronounced reluctance to being quoted by name in connection with the subject.

Because this whole matter needs the clarifying light of discussion—and disagreement—I venture to express a conviction that the librarian is not a censor for adult readers. That is, the librarian is not concerned primarily with the exclusion of books from the library on the ground of their possible moral effect on mature readers. Let us grant immediately the library's responsibility toward its immature readers, whose individual standards of judgment are not yet formed, and who therefore are peculiarly susceptible to influences, both good and bad. Let us grant, too, that there are certain books beyond the pale, because they are lacking utterly in literary merit, are written, published and advertised solely for commercial purposes, and are designed clearly to appeal to the baser instincts. With these books we are not concerned deeply for they are detected easily and disposed of promptly, without fear or regret.

But, as it has been expressed in a statement of the policy of the Chicago Public Library:³ "In the case of novels written by reputable authors, published by respectable publishers, often printed serially in high class magazines, and sold by established dealers, it is both futile and unwarranted for a public library to undertake an ex-post-facto censorship to the extent of refusing to provide them for the use of persons of maturity and discretion. The same public opinion that supports authors and publishers in the production of such books, operates to justify public libraries in making them available to that part of its public which is composed of persons of maturity and discretion who wish to read them."

The theory that the librarian should act as a censor implies that there are certain fixed, unchanging standards by which the morality or immorality of a book can be determined. Many people hold this opinion. Perhaps the most widely accepted definition—certainly it is the most familiar to librarians—and most often used is that of Miss Corinne Bacon:⁴ "The book which degrades our intellect, vulgarizes our emo-

³ — v. 47, p. 857.

⁴ Bacon, Corinne. *What makes a novel immoral*. H. W. Wilson Co., 1914. p. 20.

tions, kills our faith in our kind and in the Eternal Power, not ourselves, which makes for righteousness, is an immoral book; the book which stimulates thought, quickens our sense of humor, gives us a deeper insight into men and women, a finer sympathy with them, and a firmer belief in their power to realize the divine ideal, is a moral book, let its subject matter have as wide a range as life itself."

This, or similar definitions, of morality and immorality are now generally being applied, sometimes consciously, sometimes unconsciously. That we are not altogether confident of the consistency and soundness of this position may be suspected from our skill, and all librarians have it, in evading publicity on the whole subject. For surely it is unusual for a librarian who is confident of his ground to shrink from any publicity which is in the interest of good reading. We do not forget that the librarian has a quasi-parental relation to the immature reader and that consequently the use of certain books, especially non-fiction, must be restricted; but it is of high importance that the librarian's mental attitude toward these problems should be clear and not confused, that he should be actuated by a desire to protect the immature and not by a desire to suppress a point of view or an opinion with which he disagrees. For, says the *Dial* referring again to fiction:⁵ "A novel is not an instrument by which we are to see the whole of life, or even a part of it, 'as it really is.' A novel is an invitation from a particular individual to look at life for a few hours thru his eyes, to see in it what he sees, to feel about it what he feels. It is the very fact that his view, his confession, is his and not ours, that makes it valuable to us."

The definition of the morality or immorality of a book in the light of its effect upon the reader cannot be final because no book can have exactly the same effect on any two people. For, says George Moore, "there is no accepted standard as to what shall be printed or published; no two men think alike on this subject and no man thinks the same for any two days together." It is even conceivable that the same book—let us say, for example, a translation from the Norwegian—may stimulate the thought, quicken the sense of humor, give a deeper insight, a finer sympathy and a firmer faith to one reader and to another may seem—and therefore be—vulgar and degrading. So, to apply justly this definition requires a prophetic knowledge, not of the book alone, but also of the effect it will have upon the intending reader, whatever the circumstances under which he approaches it and whatever his unique mental and tempera-

mental equipment. Expressed in terms of psychology, a book is an association test, affecting each member of a group of people who read it in accordance with his own dominant thought. This illustration has been used, that among several people contemplating a nude figure, "the true artist would think first of a beauty of curves, of symmetry and of coloring; the athlete would think first of proportion and muscular development; the biologist would probably have suggested to his mind the relation of the human organs to the corresponding parts in lower forms of life. . . ."⁶ In other words, the morality or the immorality of a book depends upon what the reader brings to it and of that he alone can be the judge.

As no sound exists except in the presence of an ear to receive, a nervous system to convey and a brain to register, so in a book immorality does not exist except in the presence of a mind that so interprets it. The act induced by a sufficiently vivid, powerful book may be immoral because it may inflict injury on oneself or another, and for this reason we must safeguard that portion of the public which is particularly susceptible to influence. But in such case our action should be rather a censorship, if we may so use the term, of the reader than of the book.

Often we librarians confuse coarseness, vulgarity, triviality in books with immorality; sometimes, when we feel quite daring, we say we would rather a book would be immoral than crude. But these qualities too are points of view rather than concrete conditions. Even at the risk of being thought to make an appeal for a lower standard in book selection, I would like to digress here just long enough to interject a modest plea for the restoration to good and regular standing of that little motto "The function of the library is to bring to all the people the books that belong to them." The composition of the reading public is changing constantly. New readers are being recruited both from among the more privileged, who have backgrounds of reading and education, and from the less privileged who may scarcely yet be called a reading class. If there be in this public someone to whom—by reason of his peculiar experiences, sympathies and limitations—belongs "The Education of Henry Adams" it is highly probable there also is another to whom, by reason of his experiences, sympathies and limitations belongs "Freckles" or "A Girl of the Limberlost." I respectfully submit that there is no greater virtue in giving Henry Adams to someone who wants "Freckles" than in giving

⁵ *Dial*. v. 57, p. 491-492.

⁶ Schroeder, Theodore. Our prudish censorship. *Forum*. v. 53, p. 90.

"Freckles" to him to whom belongs "The Education of Henry Adams." Librarians sometimes are accused, whether justly I do not know, of intellectual snobbishness. It is futile to try to imagine what Henry Adams would think of Harold Bell Wright. Perhaps it is impious to suggest that he would think of him at all. But we safely may assume that Harold Bell Wright might have his own opinion of Henry Adams. Each of these men has contributed something to the development of the American temperament. In the constituency of our public libraries are some people to whom each particularly belongs.

One of the most colorful and effective pictures in modern library propaganda is Christopher Morley's description of the little girl sitting on a Philadelphia doorstep in the dusk. The street was narrow, hot, dusty, noisy, but she sat lost in the romance and the wonder of a public library book—"Fifty Old Stories Retold." Perhaps it would have been a trifle more satisfying to librarians if the book had been "The Pilgrim's Progress" or "The Child's Story of the Iliad" (or "The Story of Mankind," or "Doctor Dolittle"), but after all we cannot be too thankful it was that particular evening that Christopher Morley chose to stroll on that particular street. For she might have been a boy, reading "Tarzan of the Apes."

Even this, however, would not seriously have threatened the morality of Philadelphia, and the escape from the humdrum of present-day existence to the jungles of fancy would have been none the less real. I would not have it thought that I make a plea for low standards of book selection. Surely we must have the highest standards but equally surely they should be applied intelligently with a view to bringing to all the people the books that belong to them.

Even if it were possible for the librarian, staff, book committee or paid expert to exercise the function of censorship effectively and consistently it would be contrary to the principles of a democratic community. Under existing forms of library administration it would involve the dictatorship of a few librarians, staffs or book committees over what we have been accustomed to boast is the most democratic institution of American life. For a long time we have regarded as our American ideal the development of individual intelligence and responsibility and we have considered the free public library one of the means essential to reaching this ideal. If the library is to allow its policy of book selection to be shaped by the capacities and limitations of the immature, inexperienced and irresponsible, it surrenders one of its noblest responsibilities—that of receptivity to various opinion—and it faces the perilous certainty of losing its contact and its influ-

ence with the mature, thoughtful, responsible public. The idea that the librarian is a censor seems to me to be based on the misconception that it is the function of the library to teach man morality. On the contrary, the library is but one means of his teaching himself.

In all of our libraries now there are some so-called "objectionable books" which have slipped in while our backs were turned or which, in a moment of indecision or weakness, we have let in by the side door. They are not in good standing and are relegated to the restricted shelves or the closed stack or the case. We know from experience with their kind that the popularity of some of them is but for a day and that the beneficent influence of time will rescue others and bring them unashamed into the company of their fellows, but which fate awaits which book do we not know. The circulation of all of these books, the sheep and the goats alike, is limited, not prohibited, by the library's disapproval, expressed or implied. The library's power of suggestion, both positive and negative, is turned against these books. The book fund is never adequate to the library's needs and the knowledge that books whose circulation is restricted are limited in usefulness will bring the same conclusions as to the purchase of questionable books that it now brings. Librarians who in the wakeful hours of the night see in their mind's eye idle shelves of yesterday's favorite—whether it be "The House of Bondage" or "My Little Sister" or "Simon Called Peter"—are not apt to forget that the public is fickle and of short memory and that only those books will permanently be in demand which have some unquestionable merit.

So, I do not plead for a radical change in library practice in the matter of the circulation of many of the books we now class as questionable, but rather for open-mindedness. On some points all of us can agree. For example, that the librarian is responsible for the reading of the young, the immature; that the librarian is responsible for discouraging a low quality of reading and for encouraging a high; and that the librarian is responsible for the most productive use of the book fund. To these statements some of us would add that the librarian is charged with the grave responsibility of helping to keep open the channels of thought and opinion. The favorite truism of today is that we are in a transitional period. We know that forms, customs and conventions are being tried and, many of them, discarded. There are people—as honest, sincere, intelligent, perhaps as we—who do not think as we do. We, as librarians, standing in the presence of any book which presents sincerely and from conviction any view of life cannot say "thus far shalt thou go and no farther."

A Measuring Stick for Libraries of Teacher Training Institutions

A REVISED AND ENLARGED STATEMENT, PRESENTED BEFORE THE AMERICAN LIBRARY ASSOCIATION NORMAL SCHOOL LIBRARIES ROUND TABLE AT HOT SPRINGS, ARKANSAS, APRIL 24, 1923, BY W. H. KERR, LIBRARIAN, KANSAS STATE TEACHERS COLLEGE OF EMPORIA, AND CHAIRMAN OF THE N. E. A. COMMITTEE ON NORMAL SCHOOL LIBRARIES.

A MEASURING stick is needed for normal school and teachers college libraries. How large a library staff should a normal school of 750 students have? How large a library fund? How many books are needed in the library of a teachers' college of 1500 students? How much floor space and how many rooms in the library building? What library instruction should be given?

Administrators, boards of regents, faculty committees and librarians of teacher-training institutions are asking questions like these. There ought to be an authoritative answer. For until these institutions have adequate library service, resulting in teachers trained to know the true value and use of libraries in education, all types of education will be deficient and all types of libraries will fail of their highest usefulness.

A preliminary statement of standards for libraries in normal schools and teachers' colleges was issued in December, 1921, by the following Committee* on Normal School Libraries of the National Education Association, Library Department. Each member of the committee signed the original statement, which is included in the enlarged statement. The "Measuring Stick" was published complete in *School and Society* for December 31, 1921; in *Public Libraries* for January, 1922; in *Educational Administration and Supervision* for February, 1922; slightly abridged in the *Journal of the National Educational Association* for April, 1922. It was commended editorially by many educational and library periodicals, notably by the *Educational Review* of May, 1922. By its use various librarians have obtained larger appropriations, more assistants, more room, more recognition of library instruction, and better academic and in-

stitutional standing for the library and the librarian. Architects, presidents, and state boards have used it in planning library buildings, and state library commissions and supervisors have made it the basis of conferences with teachers and administrators.

The following enlarged statement is prepared by the chairman of the committee after sixteen months of correspondence and discussion. It is accompanied by a score card by which any teacher-training library may measure itself with the standards set up. Proceeding from a summary of the score cards and the ensuing discussion, the Committee plans to issue a detailed "measuring stick," going into many of the practical problems of library organization, administration, and use in teacher-training institutions, with floor plans, photographs of rooms and equipment, and a statistical showing of conditions and practices.

The additions made in the present edition are the sections on high school and exhibit rooms, stacks and shelving, library apparatus, hours of service per week, handling of textbooks, expenditures for periodicals and binding, and student assistants.

The "measuring stick" is not an attempt to approximate present conditions. It is hoped that the standards set up are reasonably attainable. The underlying belief is that no educational institution is better than its library; further, that the proper training of teachers is of the utmost importance and worthy of adequate support.

HOW TO READ THE FOLLOWING TABLES

The "measuring stick" is in two parts: (A) For four-year teachers colleges; (B) for two-year normal schools. The figures for each are given on a basis of a minimum average winter enrollment of 500 and 300 students, respectively, with increments for each additional 500 or 300 student enrollment or major fraction thereof, respectively. For example, a four-year teachers college of 850 students should have a library fund, other than salaries and building maintenance, of \$9000 per year,—\$6000 for its first 500 students, and \$3000 increment for its additional 350 students. Proper allowances should be made for enlarged personnel and facilities to serve large summer school enrollments.

* William C. Bagley, Teachers College, Columbia University, N. Y.; Mary J. Booth, librarian, State Teachers College, Charleston, Ill.; W. M. Davidson, superintendent of schools, Pittsburgh, Pa.; O. M. Dickerson, president, State Teachers College, Moorehead, Minn.; Martha Caroline Pritchard, librarian, Detroit Teachers College, Detroit, Mich.; Mary C. Richardson, librarian, State Normal School, Geneseo, N. Y.; Alexander C. Roberts, associate in education, University of Washington, Seattle, and Willis H. Kerr, librarian, Kansas State Teachers College, Emporia, Kansas, chairman, to whom correspondence should be addressed.

A. FOUR-YEAR TEACHERS' COLLEGES

For Initial Enrollment of 500 Students:

I. Building and Equipment:

| | No. | Sq. Ft. | Readers Accom. | Increment for each add. 500 students |
|--|-----|---------|----------------|--------------------------------------|
| | No. | Sq. Ft. | Readers | No. Sq. Ft. Readers |
| 1. Library building, with following rooms or depts.: | | | | |
| (a) Reading | 1 | 2500 | 100 | 1 1500 75 |
| (b) Reference | 1 | 1250 | 50 | 1 1250 50 |
| (c) Periodical | 1 | 1000 | 50 | . 400 25 |
| (d) Children's | 2 | 1000 | 50 | . 500 25 |
| (e) High school | . | ... | .. | 2 1500 40 |
| (f) Library classroom | 1 | 750 | 60 seats | . |
| (g) Cataloging | 1 | 300 | .. | . |
| (h) Work rooms | 2 | 400 | .. | . |
| (i) Office | 1 | 300 | .. | 1 200 .. |
| (j) Exhibit room | . | ... | .. | 1 800 .. |
| 2. Book Stock: | | | Vols. | Vols. |
| (a) For general circulation and assigned reading | | | 20000 | 10000 |
| (b) Special reference, including bound periodicals | | | 7500 | 2000 |
| (c) Children's | | | 2500 | 1000 |
| Total | | | 30000 | 13000 |

3. Equipment:

- (a) Stacks and shelving sufficient to accommodate double the above initial bookstock plus two double increments: i. e. 108,000 vols.
- (b) Illustrative material
- (c) Furniture
- (d) Library apparatus, such as: Mimeograph, swinging bulletin boards, map cabinets, lantern for exhibit or classroom, photostat.

Statement to be developed

Provide possibility of expanding stacks as needed.

4. Hours of Service:

- (a) Per week

72 hours

For first increment 12 hours

II. Library Fund:

- 1. At disposal of librarian, (not including salaries, building maintenance, or purchase of textbooks)
- (a) For example, expenditures for periodicals and continuations should be about: 250 titles
- (b) Binding allowance

| Amount per year |
|-----------------|
| \$6000. |
| \$1000. |
| \$1000. |

Amounts per year

\$3000.

50 titles \$200.

\$500.

III. Librarian and Staff:

1. Qualifications:

- (a) Librarian: A. B. or A. M., plus one or two years' training in approved library school, or five years conspicuously successful library experience; plus five years' successful teaching, or library experience, preferably both.
- (b) Staff members: A. B., plus one or two years' library school training, plus two years' teaching.

2. Academic Status:

- (a) Librarian: Full professor, head of a department, with vote.
- (b) Staff: All to rank at least as instructors; library department heads with sufficient academic attainments to rank as associate professors.

3. Personnel:

- (a) Librarian
- (b) Staff:
 - Reference and library instructors
 - Cataloger
 - Children's librarian
 - Loan desk

| Number | Number |
|--------|--------|
| 1 | . |
| 1 | 1 |
| 1 | 1 |
| 2 | 2 |

4. Duties:

- (a) Not including general college clerical work or care of textbooks, except by student assistants.

5 2

5. Salaries:

- (a) Librarian: On par with professor of English or other important department heads.
- (b) Staff: On par with better-paid instructors and associate professors.
- (c) Student assistants: From 25c. to 35c. per hour.

IV. Library Instruction:

1. Use of the library, at least 12 lessons required of Freshmen, taught by member of library staff.
2. Children's literature, required, three semester hours credit.
3. Elective courses, with credit such as library organization, bibliography and reference work.

B. TWO-YEAR NORMAL SCHOOLS

| For Initial Enrollment of 300 Students: | | | | Increment for each add. 300 students | | |
|---|-----|---------|-------------------|---|-----------|--------------------|
| | No. | Sq. Ft. | Readers Accom. | No. | Sq. Ft. | Readers |
| <i>I. Building and Equipment:</i> | | | | | | |
| 1. Rooms: | | | | | | |
| (a) Reading and periodical | 1 | 1875 | 75 | 1 | 1250 | 50 |
| (b) Reference | 1 | 500 | 25 | .. | 500 | 25 |
| (c) Children's | 1 | 1000 | 40 | .. | 500 | 20 |
| (d) Library classroom | 1 | 600 | 50 seats | .. | ... | .. |
| (e) Cataloging and work-room | 1 | 225 | .. | 1 | 200 | .. |
| (f) Office | 1 | 180 | .. | .. | ... | .. |
| 2. Book Stock: | | | | Vols. | | Vols. |
| (a) For general circulation and assigned reading..... | | | | 15000 | | 5000 |
| (b) Special reference, including bound periodicals..... | | | | 3000 | | 1000 |
| (c) Children's | | | | 2000 | | 1000 |
| Total | | | | 20000 | | 7000 |
| 3. Equipment: | | | | | | |
| (a) Stacks or shelving sufficient to accomodate double the above initial bookstock: i. e. 40,000 vols. | | | | Statement to be developed | | |
| (b) Illustrative material | | | | | | |
| (c) Furniture | | | | | | |
| (d) Library apparatus | | | | | | |
| 4. Hours of service: | | | | 50 hours | | 6 hours |
| (a) Per week | | | | | | |
| <i>II. Library Fund:</i> | | | | Amount per yes | | Amount per year |
| 1. At disposal of librarian (not including salaries, building maintenance, or purchase of textbooks) | | | | \$2500. | | \$1000. |
| (a) For example, expenditures for periodicals and continu- ations should be about: for 100 titles | | | | \$400. | 20 titles | \$100. |
| (b) Binding allowance | | | | \$400. | | \$100. |
| <i>III. Librarian and Staff:</i> | | | | | | |
| 1. Qualifications: | | | | | | |
| (a) Librarian: A. B. or A. M., plus one year training in approved library school; plus three years' successful library or teaching experience, preferably both. | | | | | | |
| (b) Staff members: A. B., plus one year library school training; plus one year teaching experience. | | | | | | |
| 2. Academic Status: | | | | | | |
| (a) Librarian: Full professor, with vote. | | | | | | |
| (b) Staff: Rank as instructors. | | | | | | |
| 3. Personnel: | | | | Number | | Number |
| (a) Librarian (and library instructor?) | 1 | | | | | |
| (b) Staff: | | | | | | |
| Ref. and Children's librarian | 1 | | | | | |
| Cataloger | 1 | | | | | |
| Loan Desk, etc. | 1 | | | | | |
| | | | | — | | |
| (c) Student assistants, averaging four hours per day each.. | 3 | | | | | |
| 4. Duties: | | | | | | |
| (a) Not including general school clerical work or care of textbooks, except by student assistants. | 3 | | | | | |
| 5. Salaries: | | | | | | |
| (a) Librarian: On par with the professor of English. | | | | | | |
| (b) Staff: On par with better-paid instructors of English. | | | | | | |
| (c) Student assistants: From 25c. to 35c. per hour. | | | | | | |
| <i>IV. Library Instruction:</i> | | | | | | |
| 1. Use of the Library, at least 12 lessons required of Freshmen, taught by member of library staff. | | | | | | |
| 2. Children's literature, required, three semester hours credit. | | | | | | |

SCORE CARD FOR USE WITH THE "MEASURING STICK"

| Institution | Place |
|---|---|
| Number | Average Winter Enrollment |
| Years | Date of Founding |
| College Work Offered | Librarian |
| Average Summer Enrollment | |
| Number on Faculty | |
| I. Building and Equipment: | <i>Standard Amounts Required on basis above Winter Enrollment</i> |
| 1. Library building, with following rooms or depts. | No. Sq. ft. Readers accom. |
| (a) Reading | |
| (b) Reference | |
| (c) Periodical | |
| (d) Children's | |
| (e) High school | |
| (f) Libr. classr. | |
| (g) Cataloging | |
| (h) Work rooms | |
| (i) Office | |
| (j) Exhibit room | |
| 2. Book Stock: | Vols. |
| (a) General circ. | |
| (b) Special reference | |
| (c) Children's | |
| Totals | Vols. |
| 3. Equipment: | |
| (a) Stacks and shelving accom-modating | No standards set |
| (b) Illustrative material | See list |
| (c) Furniture | |
| (d) Library apparatus | |
| 4. Hours of Service: | Hours |
| (a) Per week | |
| II. Library Fund: | <i>Amounts per year</i> |
| 1. Total: | Amounts per year |
| Subdivided: | |
| (a) Periodicals |titles |
| (b) Binding | |
| (c) Supplies | |
| (d) Books |titles |
| III. Librarian and Staff: | <i>Standard qualifications and amounts</i> |
| 1. Qualifications: | <i>Actual qualifications or amoun.</i> |
| (a) Librarian | 1. |
| (b) Staff members | 2. |
| 2. Academic Status: | |
| (a) Librarian | 3. |
| (b) Staff | 1. |
| 3. Personnel: | |
| (a) Librarian | 2. |
| (b) Staff | 3. |
| Ref. & Library instruction | 1. |
| Cataloger | 2. |
| Children's librarian | 3. |
| Loan desk | 1. |
| (c) Student assistants | 2. |
| 4. Duties: | Number |
| | Not including general college clerical work or care of textbooks, except by student assistants. |
| 5. Salaries: | |
| (a) Librarian: | On par with professor of English or other important department heads. |

| <i>Librarian and Staff:</i> | <i>Standard qualifications and amounts</i> | <i>Actual qualifications or amounts</i> |
|---------------------------------|---|---|
| (b) Staff | On par with better-paid instructors and associate professor. | |
| (c) Student assistants | 25c. to 35c. per hour. | |
| <i>IV. Library Instruction:</i> | <ol style="list-style-type: none"> 1. Use of Library—At least 12 lessons required of Freshmen. 2. Children's literature—Required. 3 semester hours. 3. Other elective courses: <ol style="list-style-type: none"> (a) Library organization. (b) Reference work. (c) Book selection. (d) Cataloging. | |

Some Responsibilities of University Library Extension Service

BY WILLIAM WARNER BISHOP
Librarian at the University of Michigan

IN what I shall have to say about responsibilities in the extension service of university libraries, I shall base my observations on the Library Extension Service of the University of Michigan. That service I know personally and intimately. It is always better, I feel, to be concrete and specific, even in the discussion of principles. Hence I do not apologize for drawing on our experience at Michigan—rather I count myself fortunate that we have had the rich experience of six years on which to draw.

To begin with—we have certain very definite responsibilities to the University Library. That Library exists primarily for the use of members of the University in Ann Arbor. It is not a state library in the sense that it was founded and is carried on with the aim and purpose of supplying books to the State of Michigan. The Library of the University exists for and in the University. It has been gathered with the needs of instruction and research in the University very definitely in view. Its chief mission is the direct service of both instruction and research. So far as other work can be carried on without seriously hindering or interfering with the primary purpose of the University Library, well and good. But no proposal to scatter the University Library about the State of Michigan could for a moment be entertained by the Librarian of the University. Inter-library loans we do have—and we lend very freely, and we shall continue to lend to libraries. Every effort is made to co-operate with

other libraries and with scholars resident in the state, in neighboring states and in the Province of Ontario. But the University Library as such can not become a circulating library of interesting books for citizens of the State. By so doing it would necessarily cease to be a university library. Fortunately we have in the State Library at Lansing an institution prepared to do an increasingly large circulation and traveling library service to the State. It has funds—rather meagre at the present, but still a specific provision for carrying on just this sort of work. Our responsibility toward the University demands that we render the best service we can with material other than the staple books and journals composing the University Library. Hence we have organized our Library Extension Service as a separate department of the Library. It gathers its own stock of all sorts, pamphlets, journals, clippings, and a very few books. When its service creates a demand for books, that demand is referred to our inter-library loan service, which is separately organized.

This may seem a wholly negative acceptance of responsibility. But observe the results of this attitude. We promptly gather a stock of materials of the most miscellaneous character on questions of the day. Being no part of the Library's regular machinery we are under no obligations to catalog or otherwise put this material thru any library process. We may scrap parts of it whenever we want to—and we do. We may classify according to the changing needs of the hour—a truly great privilege. There is no rigidity, no inflexible schedule, no card catalog of material—none! Complete liberty results. And even more important are

* Paper read before the A. L. A. University Library Extension Round Table at its meeting at Hot Springs, Arkansas, April 25, 1923.

the new responsibilities which the very success of our perfectly free development imposes upon us. These are two. First, we have so much up-to-date material that we become a welcome adjunct to the reference work—even occasionally, to the research work of the University. This development has imposed a very unexpected and very welcome burden on the Library Extension Service. Any moment a librarian, a student, a professor may appear demanding the latest bulletin on some phase of public health, the most recent word on inland waterways, the last controversial broadside on the wool tariff, or a play more new than any on the shelves. The University has discovered in its Library Extension Service a frequent help in time of vexation, if not of trouble.

The second responsibility to the University Library which has come out of the gathering of separately organized material is the duty to supply one copy of all valuable pamphlets and the like, for the purpose of record and preservation. It is amazing to see how people will give us stuff which they know will be at once read and used. We have a duty to preserve such gifts for future use by the historian of economic conditions. So each pamphlet is catalogued and classified in due time and course—and I suppose there are librarians who may breathe more easily in consequence.

Following our responsibilities to the University itself I should put our duty toward our colleagues in library work. It is no part of our plan, nor has it been our practice, to duplicate the work of other libraries. It is perfectly possible that people in various towns may have resorted to our service when they should have gone to their own public or school library. We have, however, taken the greatest care and pains to see that this practice should not get a start. I think that the testimony of the librarians of the State of Michigan is practically unanimous that we are not duplicating their work or coming into their towns to undermine their success. There was some apprehension on this score at the outset. But by a system of carbon copies of letters sent to the local library when we answered teachers, by direct effort to refer inquirers to their home libraries, and by constant vigilance, we have so far prevented duplication of service and have built up the most cordial relations with Michigan libraries. A very large share of our daily mail comes from the smaller public libraries and from school libraries. Even the larger libraries have found—as has the University Library itself, as I have just said—that they could occasionally draw upon our Extension Service in supplementing their own resources.

And in filling the insatiable demands of school debaters our combined resources are none too large. We consider it our business to build up the use of the local library. Our Extension Service daily sends people to their home town libraries for books and magazine articles which we presume are in those libraries—and we at the same time send the librarian a note saying that we have so referred them. And we have gratifying evidence that our care and thoughtfulness in this line are fully recognized and acknowledged. Moreover we are constantly sending out propaganda material—much of it from A. L. A. Headquarters—urging the establishment of libraries where none exist. For example, we have sent out a great deal of material on county libraries. We have in constant circulation pamphlets on how to use libraries, and other material—chiefly in the schools—on how to conduct libraries. We are doing what we can to make more libraries, better used libraries, and better financed libraries in the State of Michigan. This is one phase of our responsibilities which we feel most keenly. Michigan has now no library commission. The State Library is making heroic efforts with greatly reduced funds to carry on the late commission's work. We are glad and proud to do our share in the only way which is open to us.

By far the largest part of our Library Extension Service is rendered to the schools of the state. The Service was established as a direct result of an appeal from the State Superintendent of Public Instruction to the Director of the Extension Service and to the Librarian of the University. We are in constant touch with practically all the High Schools in the state, chiefly in aid of their work in debate, altho we also furnish much material to assist rhetoric work, and supply assistance to dramatics, etc. The Extension Service is the chief source of material for the work of the High School Debating League. You are doubtless more familiar than I with the work of such leagues and with the whole problem of debate material. At the outset we were forced to face a responsibility from an educational standpoint for this debate work. The University of Michigan has maintained a very close relation with the schools of the state. Teachers and superintendents turn almost instinctively toward Ann Arbor for aid and counsel. We draw our students chiefly from the high schools of Michigan. We could not, if we would, ignore our responsibility for standards, for encouraging sound methods. And so the question of what form and kind of material should be furnished debaters in high schools had to be settled in the light, not only of our possible resources, but of educational policies and standards.

At the very beginning we determined—and we have seen no reason to regret our decision—that we would send out material advocating both sides of any chosen question. Moreover we decided not to arrange, digest (or pre-digest), or summarize the arguments and facts on either side. We believe most firmly that the educational value of debate work lies in forcing students to weigh and marshall arguments as well as present them effectively. Merely to repeat considerations and conclusions on a certain side of a certain topic is to reduce debating to training in elocution. We send out original data arguments, speeches, propaganda material—but on both sides of the question. It remains for the students to form their opinions, to arrange their own arguments, to learn how to use the data in an effective way. We would not do this work for them under any circumstances. True, we compile a sketchy brief, showing how both sides may possibly present their arguments; but there we stop. We feel that we are doing a real service to a boy when we give him Mr. Gompers' and Governor Allen's speeches on the Industrial Court, for example, and thus force him to use them in framing his own arguments and conclusions. Of course, this method of work presupposes that we *can* supply the material on both sides. But so far we have been very successful in securing an abundance of printed arguments and articles.

I believe that this is a vital matter. I have seen it from the angles of the teacher, the librarian, and the parent of a boy-debater. I would rather my boy would present an argument of his own, however crude, based on his own study and reflection, than have him recite, however glibly and effectively, a speech or an argument prepared in advance for him. Train him early to weigh arguments, to recognize partisan presentation, to understand what propaganda is, and you have gone far to make him a discriminating and reflecting citizen. Any other method can be justified only by lack of original material. So far we have been able to overcome that difficulty—but only by hard work and much ingenuity.

And that leads me to speak of the responsibility of the Library Extension Service to be impartial. It makes no possible difference what one's own convictions are—material on both sides of a question must be gathered and presented. But here comes in the always thorny question of propaganda material. We are all of us weary of it, I doubt not. We are waking up to the fact that its prevalence is one of the worst legacies of the war. Our attitude is this: We shall accept and circulate propaganda material on two conditions. It must be decent and

reasonably dignified; and we must have at least some material on the other side as a counter-irritant. Scurrilous and silly stuff we simply decline to use, of course. But straightforward and plain presentation of a cause or an argument, even when we regard it as futile, we are willing to accept. We generally find enough on the other side so that we can safely send out both. This decision implies constant vigilance and sound judgment. We have only once been accused of partisanship; that was early in our work when we answered an urgent appeal for material on commission form of government and sent seven pamphlets advocating it to one opposing. The percentage represented faithfully our holdings at the time. But the clergyman who bitterly accused us of being "strong for commission government" taught us a lesson. We do not sin that way any more. If we can supply material on one side only, we say so very pointedly in transmitting it.

Another responsibility under which we work is our duty to the teachers, especially those working in the smaller high schools in cities and towns with inadequate library facilities. Let me repeat that the relation between the teachers and the University is very close and intimate. Every spring the Michigan Schoolmasters Club meets in Ann Arbor. Most of the high school teachers of Michigan are graduates of the University. The Library Extension Service has come into relations amounting to intimacy with scores and even hundreds of teachers. Chiefly their need is for bibliographical aid, for direction to sources of supply, for materials to use in their classes. They want to know all sorts of things—many things indeed which no one could tell them. But it is to teachers in towns without good libraries and good book-stores, teachers who wish earnestly to get and use new and fresh materials, who are conscious that they do not know where to turn to get what they need, that we address our aid. Much of this aid is by direct correspondence. A part is furnished by packages of pamphlets, such as courses of study, aid to teaching various subjects, methods of presentation, and the like. The requests for direct bibliographical aid are constantly increasing. They want to know what books to buy for their high school libraries and what plays to choose for representation. We have come to regard it as a very real and pressing duty to gather reading lists, for example. I believe that we circulate more copies of sound and well-selected reading lists than many library commissions—tho here I speak under correction.

I am accustomed to regard this responsibility to the teachers of the state as one of our fun-

damental obligations. We have established this confidential and intimate relation in six years without having deliberately started out to do it at all. We have all the resources of the University—not of the Library alone—at our command to help us respond rightly to these appeals. We called up the day this paragraph was written a professor of chemistry, a professor of hygiene and a professor of English, for instance, to aid in answering inquiries received in the morning's mail. We find that the teachers resort to us in larger numbers each year. Principals and superintendents of schools are regularly found on our list of inquirers. And the expressions of thanks we receive from all sorts of teachers are most gratifying. What started in strictly as a by-product of the library extension service has become one of its chief functions. We hope that we are daily performing what one of my old friends used to regard as the chief function of a teacher. Said he, "The teacher's main business is to render himself unnecessary to the pupil at the earliest possible moment." By bringing teachers into touch with sources of information we may in time remove the necessity for this form of service.

And lastly, we have a definite responsibility to the rural portions of our state, to those parts without library service. Here again, we make not attempt to duplicate the work of other agencies. We have enough to do—and to spare—without such folly. But there is plenty of work of a pioneer sort remaining to be done, particularly in Michigan where county library service has only begun. Books cannot, as yet, be sent to every country home where they are wanted, as they can to most city homes. But the rural mail carrier goes to thousands of places where no public library service goes. And our extension service material goes with him in an ever increasing amount. Here, too, we await inquiry. But we gather material which will be of use to grange lecturers, to public health organizations, to country schools and to school officers, and so on. We are in direct touch with most of the county superintendents of schools, and with many rural organizations. We get letters daily from grange secretaries, from public health nurses, from isolated country school teachers. Strange work for a University Library, some good folk may think. But here is the need, here is the material, here is the service. This responsibility too, we have come to feel, not as the result of theory, but as an outgrowth of our actual work. And we have come to feel it very keenly and deeply. We propose to keep on at this service, unless the State makes provision for it thru some other agency. I for one, feel that

if I can help the country boy who tramps a couple of miles to school in a Michigan winter to grapple more intelligently with the problems which will confront him as a voter when a few years have rolled 'round, then I have done a distinct service to my state. Any librarian who can travel thru the remoter parts of our state and not feel the call to furnish library service to isolated homes is more cold-blooded and indifferent than any of us here. And just so long as we can do a small part in providing such service we expect to keep at it.

These are a few of the responsibilities which we had to face in planning our library extension work at Michigan. They have given direction to that service as we have developed it. Because we believe they are real obligations we have founded the extension work and are carrying it on. The work is growing almost too rapidly. We have not yet begun to sound its possibilities of usefulness. And we feel that it is a form of public service which the University of Michigan can render without going beyond the bounds of its legitimate work as a state university. We have never advertised this work except by the most simple circular announcements. It has reached its present proportions because it met a real need in a vital way. We shall never indulge in propaganda for it, nor seek to force it on anyone. Indeed our entire time is taken up in a struggle to keep abreast of the present demands. But because we do our work from a slightly different angle than that of many of our neighbors, I have felt that you might welcome this exposition of the principles which have guided us.

Summer Courses in Library Science

THE University of Oregon summer session, June 27th-August 4th, offers two courses in library science under the direction of Ethel R. Sawyer, director of the training class of the Library Association of Portland, Oregon.

A course in books and book selection is designed to meet the needs of students generally, as well as library workers. It is planned with the idea of familiarizing the students with books and writers, their respective fields and values in the world of literature and also to define and analyze the principles underlying the discriminating selection of books. An elementary course in classification and cataloging is designed to meet the needs of high school library workers, librarians of the smaller public libraries and also the student helpers in the University library.

Other courses are announced in our numbers for March 15 (p. 271-275) and April 15 (p. 373).



MEMBERS OF THE AMERICAN LIBRARY ASSOCIATION AND AFFILIATES



ASSOCIATED ORGANIZATIONS AT HOT SPRINGS, ARKANSAS, APRIL, 1923.

The Hot Springs Conference

THE forty-fifth conference of the American Library Association, and affiliated organizations, at Hot Springs, Arkansas, April 23rd to 28th, with a total registration of seven hundred and fifty-seven, demonstrated that a successful national library convention can be held on southern soil, and was of more than usual significance in the history of such gatherings.

The outstanding topic running thru the conference was library extension, with particular application to conditions in the South. The program included many of the most prominent southern librarians who joined in lamenting the general backwardness of their sections of the country in library development, but spoke with an enthusiasm and hopefulness which showed that the leaders are alive to the opportunity and gave foundation to the belief that this conference coming at a critical period in southern library history will greatly stimulate the forward movement which has already set in.

The members of the Southwestern Library Association, the Southeastern Library Association, and the citizens of Hot Springs joined hands in providing for the comfort and entertainment of the delegates, and the conference was pervaded with a spirit of hospitality, beginning when free automobiles met the delegates on the arrival of the trains, continuing thruout the week, and culminating in a barbecue and sightseeing tour of the city.

The conference had its headquarters at the Eastman Hotel, which proved comfortable and commodious and added much to the friendliness and social activities of the meeting.

In addition to the five general sessions there were a large number of meetings and round-

table discussions held by the special sections and affiliated organizations at which much important work was done and which will be reported in the June 1st number of the *LIBRARY JOURNAL*.

FIRST GENERAL SESSION.

The Conference was formally opened on Monday evening in the Auditorium Theatre with President George B. Utley in the chair. As was appropriate to the occasion, the subject of the first session was library extension in the South. Elizabeth H. West, president of the Southwestern Library Association, in describing conditions in the Southwest, asserted her faith in that section as a land of great cultural possibilities, altho its varied and sparsely distributed population make the educational problem difficult. The tendency to think of education in terms of school is beginning to give way to the realization that the long-striven-for elevation of educational standards includes provision for adequate library service equally adapted and equally accessible to the poorest and most ignorant, and to the richest and most scholarly. This in the Southwest means universal county library service.

Not more than twenty-two per cent of our Southwestern population has access to any public library and probably less than half this number has access to a tax-supported library, while only a small percentage of these get adequate library service. Such libraries as at present exist are in one of two classes, those of legal compulsion and those of legal sufferance. All the Southwestern states have state libraries. Two, Oklahoma and Texas, have library commissions in operation. Two, Louisiana and Arkansas, have commissions which have not yet received funds for operation. The other two, Arizona and New Mexico, have



JUDSON T. JENNINGS, 37th PRESIDENT OF THE A. L. A.

not acquired commissions. Meanwhile, the state university libraries, several large public libraries, and the women's clubs are trying in these states to do what extension work they can, until true commission work can be begun. A few libraries are giving special service to negroes, fewer to other racial groups. The state-supported and larger denominational schools and colleges are bringing up library service standards. The public schools are working toward this end with varying results, and a few of the cities have trained high school librarians. All the existing library agencies need cultivation and larger incomes.

The Southeastern district was represented by Mary U. Rothrock, president of the Southeastern Library Association, who characterized her section of the United States as a society trying to establish a democracy on the ruins of an aristocracy, and declared that outdoor life in the South is one of the contributing reasons why library work is not making so much advance as in the colder sections of the country. Another cause is the distances to be covered. The intellectual contacts are broken also because the cities of the South have not grown as in the North and East, there being in the Southeastern district but twenty-two cities of more than fifty thousand population. She described the states of the Southeast, with respect to library conditions, as composed of three groups, one which might be better, one which might be worse, and another which day by day in every way is getting better and better. Mississippi, South Carolina, and West Virginia she placed in the low group, largely because of their negro and rural populations. Alabama, Florida and Tennessee are in the group which might be worse. North Carolina, Kentucky, Georgia and Virginia have library commissions and are reporting progress in the work. Normal and college libraries in all states are serving their constituencies.

Miss Rothrock summarized the chief needs for library development in the South as being: trained librarians, the formation of library and professional organizations, the keeping of library statistics, and state aid to county libraries.

John J. Tigert, U. S. Commissioner of Education, and himself a southerner, expressed his belief that the A. L. A. conference was being held at a decisive and encouraging period in the history of library development in the South, which has now reached a stage of economic development where it is better prepared to give attention to cultural matters than it was even in 1860. The section is becoming rich and prosperous and more conscious of its power. The majority of the population live in the open country, hence library extension in the South is chiefly a rural problem; and since the county is the main unit

of government, the county system seems best adapted to supply rural libraries. Meanwhile a system of state traveling libraries appears to be a much valued service, which should be offered in preparation for the later establishment of permanent local libraries.

The average southerner is more prone to talk than read, and in some sections the adult education movement must precede libraries. The chief needs for the successful establishment of libraries in the South are first, central government agencies, and second, some form of state aid. The majority of the southern states are already provided with library commissions or their equivalents, and bills have been introduced in most of the others for the establishment of such agencies. All the states have legal provisions for public libraries in cities and towns and within the past five years one-half of the states have passed important county library laws; but there are still several that have not provided for rural public libraries. Laws of the county type usually provide for the maintenance of a central library at the county seat, or other important center, and of branches in outlying towns. Laws also provide for, or contemplate providing, traveling collections of books and distributing stations at schoolhouses and other strategic points. In order to aid the poor and more backward counties and communities in establishing public libraries, a system of state aid is necessary similar to the system of state aid for maintaining schools in progressive educational states. The South also greatly needs an extension of its school libraries. Much has been accomplished in the last decade but much remains to be done.

SECOND GENERAL SESSION.

The subject of the Tuesday evening session was school library extension. Joy Elmer Morgan, editor of publications, National Education Association, gave an inspirational address on what he called the present educational renaissance and the part that libraries can play in this forward movement. The great progress in education is seen in the increasing numbers that crowd our high schools and colleges, in the increasing expenditures for school buildings, and in the spread of educational magazines and professional organizations. This renaissance is being promoted by such great educational forces as modern invention, newspapers and magazines, motion pictures, and radio; and these forces are awakening minds that will call for the service of trained librarianship. The public library in America is our greatest undeveloped educational force in proportion to its expenditure. Less than one and one-half per cent of the national income is spent on education, while for every dollar spent for education but two cents are spent

for libraries. The public library must build on the foundation of elementary education which thru the project method and socialized recitation is becoming more effective in forming the reading habit. The school library is to aid in the work of instruction and to open to the child mind the great field of knowledge, and leads to the free public library which is the cap-sheaf of the whole system of education.

We need to focus public attention upon the library as an universal agency reaching the great masses of people, not only in selected localities but in the remotest districts. Library service should be as convenient and as universal as the grocery store and the motion picture hall. A reasonable provision for library development would indicate that there should be at least one librarian for every ten teachers, which would mean that there should be eighty thousand trained librarians in the United States. The creation of a federal department of education would make possible a stronger national leadership in library matters.

Following Mr. Morgan's address was a symposium on the various types of school libraries. Harriet A. Wood of the Minnesota Department of Education said that library service to all the twenty million children in the elementary schools is the aim of the school library movement and that each school should have a library and a trained librarian. The library room should be made attractive and should become the center of school activities. The middle grades grasp the advantages of the school library with the most enthusiasm and the school librarian in the elementary school has the pleasant task of furnishing wide reading for little children, early introduction to the best picture books, contact with the best books for pleasure and profit, the means of Americanizing and educating the parents, instruction in the use of books and libraries, and the making of a pleasant environment for the whole school. Miss Wood emphasized the need of co-operation with the public library and commended the practice of some libraries where a school reference librarian works exclusively with the schools.

Della F. Northey of the Indiana Public Library Commission, speaking of high school libraries, stated that the rural high school library presents the hardest problem, but one that can be solved by the establishment of the county library. While most schools have a collection of books, there is great need of organization and the services of trained librarians. The school library should be given as much attention as any other department or laboratory in the school. The use of books should be included in the curriculum. The public library and the school

library do not need to do the same work, and the high school library may even be a branch of the public library. It is more important that the school librarian should have the instincts of a teacher and the teacher's viewpoint, than that she should have library school training.

The superintendent's point of view was presented by A. C. Parsons, superintendent of the Oklahoma City Public Schools. He believed there should be close co-operation between the library and the other departments of the school. The school librarian should have the attitude of the teacher and books should be purchased from the point of view of the teacher. It would be a wise provision for all normal schools to have a course giving the viewpoint of the librarian; and for all library schools a course on the viewpoint of the teacher. The library is the most important department of the school and if the children learn to read books it doesn't matter much what else they study.

Normal school libraries were represented by Anna V. Jennings, Nebraska State Normal School, who said that the library should have the co-operation of, and be on the same basis as, the other departments of the normal school. It serves the best purpose by being kept a working library and not allowed to develop into one for special research. It ought to have information on all phases of the curriculum and the newest developments in education and teacher training. Suggestions as to educational books should come from the faculty; those relating to recreational reading, from the librarian. The normal school library is not a place for supervised study but the students should be free to choose their own reading. The normal school librarian ought to have special library training. She should give instruction in the use of books, but her most important function is to give personal advice in choice of reading. She may do extension work but her chief duty is to the normal school where her aim is to help student teachers get the library idea and pass it on to the children who come under her care.

THIRD GENERAL SESSION.

The Wednesday evening meeting was a joint meeting of the A. L. A. with the League of Library Commissions and the Trustees Section, and was presided over by Mrs. Elizabeth Claypool Earl.

The address of President George B. Utley was presented at this session. Mr. Utley took for his subject "The Expanding Responsibilities of the American Library Association" and spoke in part as follows: The new educational and economic order is bringing new responsibilities. The work which librarians performed during the war has put the Association on record as to its

capacity to recognize a responsibility and its ability to meet it. Henceforth it will be impossible for the Association to forget that its activities in 1918 and 1919 opened avenues of opportunity that can never be abandoned but which are certain to lead to even more intimate international relationships. The development of the American Library in Paris will become an influence in Europe and already there is increasing demand for English books in European libraries to help in the dissemination of world knowledge.

As long as only fifty per cent of our population has access to a publicly owned book, the problem of library extension will continue to be the pressing issue before librarians. Library extension should be pushed while we have the ex-service man as an ally and here, at the present time, lies the greatest opportunity and responsibility of the American Library Association.

The Association can aid in bringing about better library organization and methods of administration; and a comprehensive survey of library service should be made for the purpose of setting up standards of library efficiency.

Certain sections of the country need increased facilities for library training and particularly for training advanced students in the fields of library administration and bibliography. The Association should encourage such professional training and call attention to the need of more library schools.

It was the pleasant fortune of the Association to have present Rachel Sedeyn, librarian of the University of Brussels, who spoke on "Library Conditions in Belgium." Miss Sedeyn, referring to her training in an American library school, said that it was America that taught her the value of library service. Library work did not interest Belgium a few years ago. Before the war, countries like Belgium did not like the idea of social work. Their sense of moral obligation was not developed. People did not need to think so much about their neighbors. The educational system was well developed, and it was felt that the teachers were giving all that was needed without the aid of public libraries. But since the war, educational standards have been lowered. The people have suffered and have learned to think of their fellows, and now feel the need of social work and the promotion of public libraries. Library work in Belgium is to be built up on American lines. A small library school has already been established at the University of Brussels where students are being trained in American methods adapted to local conditions. The old librarians are learned men and it is necessary to work with them slowly and

diplomatically. Miss Sedeyn alluded feelingly to America's aid in the war, and expressed her belief that to make a success of her work will be the best way to thank America for its help.

The closing feature of this session was an address on "America's Peace Soldiers," delivered by Alvin M. Owsley, National Commander of the American Legion. Major Owsley spoke with appreciation of the A. L. A. as the ally of America's soldiers during the war, and expressed the desire of the American Legion to form a partnership with the Association for the development of a finer and higher type of citizenship for the America of to-morrow. The American Legion is first of all interested in education, believing that "the education of youth is the foundation of the state." The selective draft showed that one in five of draft age was illiterate, and one in four physically unfit. The American Legion as soldiers of peace wish to arouse the nation to a sense of its responsibility for educating the people. The most fateful moment in American history was when Lincoln signed the emancipation proclamation; the next will be the educational emancipation of its citizens. Three million children in the South never saw the inside of a school house, and illiteracy is high in even the most progressive states. Our duty as citizens is to arouse our state to a sense of its duty. Major Owsley referred to immigration as a menace to America, and advocated its suspension for a period of five years.

The program of the American Legion was summarized as follows: first, hospitalization of every sick soldier; second, rehabilitation of the disabled; third, Americanization; fourth, soldiers' bonus.

FOURTH GENERAL SESSION.

The Friday evening session was given up principally to the presentation of the annual administration and committee reports which, having been printed and distributed previous to this meeting, were read by title only and adopted without debate, with the exception of the report of the Committee on Constitution, which was discussed at some length and somewhat modified before its final adoption.

The proposed amendments to the constitution related chiefly to the sections concerning the membership and duties of the Council, the purpose being to make the Council more fully elective and representative, and to make it the policy forming body of the Association. The unanimous adoption of the amendments at this conference presages a favorable vote at the next regular meeting of the Association, whereupon the revision of the Constitution which has been in progress for several years would become an accomplished fact. Someone was overheard to

remark "what shall we do at future meetings if we don't tinker with the constitution?"

A cablegram from Cedric Chivers, the present Lord Mayor of Bath, was read as follows: "Best wishes from the hot springs of Bath, England."

The Committee of Twenty-five on the Fiftieth Anniversary reported tentative plans for the celebration of the fiftieth anniversary in 1926, including the following projects:

1. An international conference of librarians to be held at Philadelphia.

2. The production of memorial and scholarly publications appropriate to the occasion.

3. The establishment of a permanent exhibit of library appliances and methods.

On the conclusion of the business part of the program, the audience was given an opportunity for both relaxation and profit in listening to an address by Nellie E. Parham of the Bloomington (Ill.) Public Library, on the subject "As Others See Us." In an entertaining address that was replete with humour, Miss Parham disclosed what that rather indefinite personage, the "general public" thinks of librarians. The essential quality of the old librarian was scholarship, and the public still has the idea that librarians are learned people, an idea which places us in a position of much respect, but often has embarrassing results. The public has small respect for old books and criticizes the books in the public library as being out of date. They would like to see us sell the old books as junk and stock up with a collection just off the press. The popular view is that librarians' work is easy, and they are expected to take a leading part in all the outside civic activities of the community. Recognizing the librarian's great ability in business organization, the people do not think it necessary to make large appropriations for library expenses but leave it to us to make one dollar do where two are needed. For the same reason it is believed that we are able to live on small salaries. It is a part of our reward that we occupy a respected position in the community. Large gifts to libraries have often come as a personal tribute to the librarian. It is the popular view that librarians buy the books they think people ought to read, not what people wish to read, and that they are especially unsympathetic toward fiction. It is thought that library buildings are cheerless, and librarians austere and unpleasant. People speak of the charm of the small book shop, but they see no charm in the library. The opposing views of different portions of the public often place us between two fires. The popular view is that we are too conservative in the purchase of books, that we wait too long, and that we try to act as censors; the old time reader thinks we are not

bookish enough, and that we are too business-like.

FIFTH GENERAL SESSION.

The final session of the Conference, held on Saturday morning in the ballroom of the Eastman Hotel, was opened by the adoption of resolutions expressing the gratitude and thanks of the American Library Association to the librarians of the South and the citizens of Hot Springs for their hospitality and to the local committees and organizations for their constant helpfulness in making the Conference a success, and their untiring attention to the comfort and entertainment of the delegates.

A resolution was also adopted voicing the gratification of the Association in having at its Conference a delegate from the Republic of Mexico, and expressing its earnest desire that it may welcome annually an increasing representation from that part of America.

The thanks of the Association was voted to the following speakers who, while not members of the Association, greatly enriched the program of the Conference by their contributions: Commissioner Tigert, Commander Owsley, Rabbi A. B. Rhine of Hot Springs, and Miss Rachel Sedeyn, of the University of Brussels.

A resolution was adopted on the death of William J. Peoples, who was one of the founders of the Association, and who took an active and effective part in its affairs for many years.

The report of the Committee on Elections showed that the following had been elected as officers of the Association for the year 1923-24: President, Judson T. Jennings, librarian, Public Library, Seattle, Wash.; first vice-president, Mairilla W. Freeman, librarian, Main Library, Cleveland, Ohio; second vice-president, Phineas L. Windsor, librarian, University of Illinois Library; treasurer, Edward D. Tweedell, assistant librarian, The John Crerar Library, Chicago, Ill. Trustee of the Endowment Fund, W. W. Appleton (trustee, New York Public Library. Members of the Executive Board, Charles H. Compton, assistant librarian of the Public Library, St. Louis, Mo., and Ernest J. Reece, principal, Library School of the New York Public Library.

Members of the Council are: Tommie Dora Barker, librarian of the Carnegie Library and director of the Library School, Atlanta, Ga.; Sarah B. Askew, librarian of the New Jersey Public Library Commission; Elva L. Bascom, adjunct professor of Library Science, University of Texas; Mary E. Downey, director of the North Dakota Public Library Commission; William J. Hamilton, librarian, Public Library, Gary, Ind.; Linda A. Eastman, librarian, Public Library, Cleveland, Ohio; Charles H. Brown,

librarian Iowa State College Library, Ames, Iowa; James C. M. Hanson, associate director of the University of Chicago Libraries; Harold L. Leupp, librarian of the University of California Library; Harry M. Lydenberg, reference librarian of the New York Public Library.

The business having been disposed of, Josephine A. Rathbone, first vice-president, was called to the chair, and the Conference which had been filled with inspiring and helpful addresses was brought to a successful close by an interesting and instructive symposium on the subject of rural library extension.

Mary B. Palmer, North Carolina Public Library Commission, speaking on county libraries for the South, said that religion and politics are more popular topics in the South than public library extension. Recent years have seen a great industrial development with multiplication of factories and good roads, but thousands of the people on the farms still know poverty. At least fifty per cent of the farmers are tenants. Schools and good roads have been built for this "forgotten man," but so far as libraries are concerned, he is still forgotten. The situation is complicated by the larger percentage of negroes in the country districts, where any plan for public libraries must provide separate service for the races. County demonstration libraries would do much to stimulate the library idea. There is a need of publicity material for the purpose of interesting southern philanthropists and men in public life. The South has had "public education governors" and "good roads governors," why not "good libraries governors?"

How a county library law was put thru the Missouri legislature was described by Librarian Purd B. Wright of Kansas City. The first essential is to draft a proper bill adapted to local conditions. Give the bill horns to be knocked off, by putting in rather more than you expect to get. Avoid politics, if possible, but don't run from a fight if it becomes necessary. Form a committee and bring influence to bear on the politicians and create an atmosphere favorable to the bill by securing letters and appeals from individuals and organizations. Sentiment does most to put thru a bill.

How a county library was started in Texas was told by Julia Ideson, of the Houston Public Library. A county library law had been passed in 1917 and two years later a member of the county Dairymen's Association suggested the establishment of a county library. Miss Ideson was invited to speak before the Dairymen's Association. The dairymen circulated petitions, letters were sent to teachers and influential citizens, and interest aroused by newspaper publicity and a public hearing. The county judge,

the county auditor, and other county officials had been taken into confidence and their tacit approval obtained before beginning the campaign which resulted in the inclusion in the budget of sufficient funds to start the library. A trained librarian was secured to organize the work which is being carried on successfully.

How she works for county libraries in New Jersey was recounted in her inimitable manner by Sarah B. Askew. A county library is not a thing of rapid growth. Fifteen years before you expect to have a library you must begin to instill in the minds of the children a love of good books. Getting the library is a process of supplying what the people want. It is necessary to bring home to the fathers and mothers the need of education for their children. In New Jersey the work is started with the schools by giving comprehension tests to the children. Books of various grades are placed in the schools and the pupils asked to write reports on what they read until it is found what grade of books they comprehend. If the grade is low, then suitable books are put in the schools and traveling libraries sent to the homes. When finally people begin to feel a need for more books, the idea of a county library is suggested to them. The aim is to have the call for a county library come from the people, and not from the Library Commission. When the active campaign is really begun, the commission worker interviews every political leader in the county, and every newspaper editor, always accompanied by some county officer. She enlists the clergymen, the American Legion and the women's clubs, but cunningly keeps herself in the background, while in reality managing the whole matter and preserving harmony between the various factions. All publicity is withheld until just before election, because enthusiasm is hard to arouse more than once. Finally during the last week, a flood of publicity is let loose, in the presses, on the platform, and by printed folders—and the trick is done. It sounds so easy when Miss Askew tells it!

The final address was delivered by Rabbi A. B. Rhine, of Hot Springs. Taking for his text, "The Library and the Citizen," he said that education is failing to inspire the children with the love of books, and it falls to the librarian to supplement the schools in this respect. We are living in an age of restlessness, in which the masses seek their pleasure in external things. Pleasure derived from books is internal. There is danger in the present tendency toward uniformity and conformity. Civilization is a matter of diversity to which each race contributes. Another danger is intolerance. We have learned to die together (witness the war) but we have

not learned to live together. The librarian can promote the feeling of mutual understanding and counteract the spirit of intolerance which not only is un-American but dangerous to democracy. Americanism stands for service and is not only national but international. America should be not only "behind" all good movements, she should be in the lead. Education is not only economic but spiritual, and culture gives capacity for enjoyment. Jazz reading will lead to better reading. The library is a storehouse for all kinds of books, and the librarian, not a censor, but a high priest of culture, contributing to the service of the community at large.

Just before the adjournment of the Conference, President-elect Jennings was escorted to

the platform where President Utley, with a few well-chosen words of congratulation, presented him with the gavel. Mr. Jennings, speaking at first in facetious vein, expressed his gratification on being elected by so large a majority, and then proceeding in a diplomatic manner, referred to the many protests made by members of the Association because the Committee on Nominations had nominated only a single candidate for each office. Such a thing, he promised, should never happen again while he was president of the Association. He spoke briefly of his appreciation in being selected to head the Association for the coming year, and particularly that the honor should have come to the Pacific Coast.

Selling the Public Library Idea in Brooklyn

THE Brooklyn Public Library recently lined up with the business men and manufacturers of the Borough by placing at two expositions exhibits of its resources alongside those designated to demonstrate to citizens, by charts, pictures and working models, the industries and manufactures of Brooklyn. The booths followed much the same plans as those set up at similar shows by the public libraries in St. Louis, Tacoma, and other cities. The value of such exhibits is the fact that they reach people who do not use the library, those who do not think of it as a great unit but consider the only branch they know as the library; that those who think of it as only a distributor of fiction find it a treasure house of knowledge on all subjects, and they find that its activities are not limited to the front of the loan desk.

The "Buy-Your-Own-Home" Exposition, held March 24 to April 1, attracted from all over Long Island and northern New Jersey people interested in buying building sites, in planning, erecting and furnishing homes. The Library booth was divided into two parts; one devoted to indicating the book and magazine resources of the library for house planning, construction, interior decoration, and home making; and

the other to displaying a carefully chosen collection of books as a suggestion for the family library in the new home. Lists of books shown were available for general distribution. Chairs around a table provided for the convenience of those who wished to check the lists with the books were filled most of the time with prospective home builders, garden makers, and people interested in remodelling or refurbishing old houses. A map of Brooklyn showing the location of the thirty-three branches, augmented by pictures, signs and posters indicated



THE BROOKLYN LIBRARY BOOTH AT THE INDUSTRIAL EXPOSITION

types of service conveniently located. A traveling library case filled with books and bearing the legend "Collections such as these are loaned without charge to clubs, factories, hospitals, etc., on request" interested many.

To several exhibitors as well as visitors it was a new thing to find the library at the exposition. A salesman who urged pianos for the new home discovered that books had an essential place in the home whether purchased or borrowed from the library. A young man, who had spent some time checking a list, lost it on the subway train and telephoned headquarters begging another list. Demands for books displayed have increased all over the system.

The Brooklyn Industrial Exposition held at the 23rd Regiment Armory, April 7-14, was one of the largest "shows" ever held in the borough. It was sponsored by the Chamber of Commerce and brought together exhibits of the different departments of the city, working models, and machinery turning out their regular products. To emphasize the use of books to men in industries the library featured the making of books. Chivers Bookbinding Company sent a member of its staff to demonstrate the process of sewing a book, and the Universal Publishing Syndicate of Philadelphia furnished a motion picture in four reels showing the processes of book binding. A great deal of interest was manifested in the display of a large drawing of the central library building now in process of erection. Copies of the drawing and a circular were freely distributed. A table of new books on practically all the industries represented at the show emphasized the fact that the library has books on all subjects helpful to manufacturer and business man. The traveling library case interested employers and welfare workers who saw at once the value of such a collection in a factory. The map and posters shown at the "Buy-Your-Own Home Exposition" carried the story of the general library resources.

No better idea of what the Library tried to do at these exhibits can be gained briefly than is shown by the following incident. "What do you sell?" asked a visitor. "We're selling the idea of a public library to the people of Brooklyn who do not know about it," was the reply. It was amazing to find out the number of people who live in this great city who have never used the library in any way, and those who do use it but fail to realize the extent of its entire service to the community.

Aside from their value in acquainting the public with the library, the exhibits were helpful to the staff members who were in attendance at the booth. They met the public on new ground, and learned something of the principles of advertis-

ing and salesmanship. Incidentally altho many books were consulted by many people during the exhibitions none of them was missing in the final inventory. A great quantity of printed literature about the Library got into the hands of people who were avowedly not library users.

Cataloging a Live Subject

CATALOGERS have certainly proved their interest in their work, and their ability to respond to arms when the call comes. About four hundred and forty answered the summons to get together to discuss the catalog situation and what could more surely disprove the assertion sometimes expressed by non-catalogers that these library workers are not alive to their opportunities? The response to the call was not an apathetic one; it was an enthusiastic acceptance, and at one meeting, at least, persons had to be turned away because of lack of room.

Meetings were held in Cincinnati, Chicago, Boston, Ann Arbor, Washington, St. Paul, New Haven and New York.

The Cincinnati meeting had guests from Dayton, Toledo, Louisville, Cleveland, and Indianapolis and their discussions were spirited and productive of results. At Washington the meeting had the support of that coterie of catalogers and bibliographers who represent the finest grade of work and the highest ideals and to whom we all turn with something akin to reverence.

Boston, the conservative city, had the largest meeting. One hundred and four people, representing thirty-nine libraries, were present, and this group, as did all the others, voted to make the regional meeting of catalogers a permanent thing.

Much good should result from this general awakening in the interest of cataloging. The A. L. A. Catalog Section should be supplied with suggestions from various parts of the country as to the topics for its program at the annual meeting, and the persons best fitted to present such subjects will be revealed thru the activities of the regional groups.

Catalogers by becoming identified with a local group will develop interest in A. L. A. affairs and take their place in making contributions to the field of work in which they are specializing.

Administrative rather than technical subjects are demanding the attention of catalogers these days, and a general exchange of ideas and problems will tend to make this branch of work broader and more effective.

MARGARET MANN, *Cataloger*.
Engineering Societies Library
New York.

Library Service to the Merchant Marine

AFTER a year of unusual accomplishment but much financial anxiety it came as a relief to the officers of the American Merchant Marine Library Association to find all their debts paid at the end of January, and a balance of over three thousand dollars in the bank. The tide was turned by a gift of \$5,000 from the Carnegie Corporation after the Association had succeeded in raising the \$25,000 upon which the gift was conditioned. Contributions prior to March 31, 1923, totaled \$34,045, of which \$5,000 was contributed by the A. L. A., \$5,000 by the U. S. Shipping Board Emergency Fleet Corporation, \$4,000 by the Lake Carriers' Association, \$7,233 by various steamship companies, \$7,811 from the general public, and \$5,000 from the Carnegie Corporation.

Service has been extended to the Great Lakes and San Francisco since the last annual meeting, President Alice S. Howard reports. The national headquarters is at 82 Beaver Street, New York; the New York Dispatch Office, where the principal stock of books is kept and libraries exchanged, is near by at Pier 10, East River. In Boston the Dispatch Office is in the Boston Public Library; on the Great Lakes, at Sault Ste. Marie; in San Francisco at the Seamen's Church

Institute; and there are also eight ports abroad where libraries may be exchanged thru the Y. M. C. A.

Thru the Dispatch Offices in New York and Boston 46,825 books were used in 1922 in serving 503 ships belonging to 92 companies, 180 libraries having been exchanged. On the Great Lakes libraries from a book stock of 22,753 volumes were placed on 452 ships belonging to 67 companies. There were 608 libraries exchanged, and the total number of books placed on the ships exceeded forty thousand. Service on the Great Lakes was supported by the \$4,000 contributed by the Lake Carriers' Association and \$115 from other lake ship owners. It is estimated that forty thousand seamen on the ocean and the Great Lakes have used the 1,743 libraries lent to the various ships.

Libraries for the ships are placed in specially built cases, each containing about eighty books. Fifty volumes of fiction, twenty of travel, history, biography, literature and ten of technical books form an average library. Two cases are supplied a very large vessel or one making an extended voyage. Of the books transferred to the Association by the A. L. A. about sixty-five thousand volumes have been collected in New



WELCOMING THE LIBRARY TO THE S. S. "EASTERN PLANET"

York and Boston, twenty-two thousand at Sault Ste. Marie, and about five thousand at San Francisco and Seattle. Of the rest, some twenty thousand are in storage at various parts of the United States; about five thousand which were stored in foreign ports are now being shipped to New York; and three thousand are in service at various ports abroad thru the co-operation of the Y. M. C. A.

Book drives to obtain more good popular fiction were held in 1922 in Cleveland, New York and Boston. Eight thousand books have been received at the Boston Public Library as a result of a drive directed by Mrs. I. Tucker Burr. Publicity was brought to the Association thru newspapers, women's clubs, both city and state, the Catholic League of Women, the broadcasting of a story by Margaret Deland, the use of dashers on street cars, lantern slides shown at free public lectures and at nine moving picture theatres, and a scene staged on board the *S. S. Louis Luckenbach* for the Pathé News, showing Governor Cox and his family with Mrs. Howard and several members of the Boston Committee, giving out books to the crew. The Cleveland Committee gave a ball on May fourth which is to be followed by another book drive.

A Quarter Century Milestone

HOW easy it is to take down a volume of the United States Catalog, make a note of what we want, and go on our way rejoicing. We may pause for a moment and murmur a word of thanks that we have it, but how little we realize the power back of such a splendid publication. This, and all the other well established indexes, have become our everyday tools and we accept them as we do our manners.

Certain cycles have given us men who have felt the "bibliographical urge." Such names as Roorbach, Leyboldt, Poole, Fletcher and Bowker bring to mind bibliographical aids which have introduced us to new avenues of research. The present cycle presented new problems to the bibliographers—business planning linked with scholarly attainment, and a foresight revealing the present day needs, were some of the factors essential to the success of any bibliographical venture. Information must be made available, but its commercial value had to be scrutinized before it could be profitable to the producer and come within the reach of those who need to use it.

The modest pamphlet of forty-four pages just published by the H. W. Wilson Company telling the story of "A Quarter Century of Cumulative Bibliography, 1898-1923," shows Mr. Halsey W. Wilson as the man of this cycle who felt the "bibliographical urge" and who, with an initial

capital of one hundred dollars, built up not only a business, but a service which is a credit to the publishing trade and a benefit to all who are working with books.

As this review in "retrospect and prospect" reveals the struggles and attainments of the Wilson Company and tells the story of its busy plant, one's interest grows with every page, for here we have a systematic presentation of an undertaking planned with the greatest foresight by a man who has been alert to every need. It is the history of a great movement and a practical demonstration of what careful planning, systematic training, and honest effort and courage can accomplish.

The new note in the method of handling indexing is found in the cumulation of entries and in the use of the linotype. Anyone who has used this process knows the time which is saved in composition and the economy resulting from such saving. On the other hand Mr. Wilson says: "The press work requires extraordinary care since the type is small and, in the case of current bibliographical publications, the lines of type have had about twenty-five thousand impressions before the printing of the annual volume, and over thirty thousand before the three-year cumulation."

The personnel of the company shows what a great part librarians have had in the actual compilation of the indexes and here again one is struck with the ideals which have supported every effort. Credit has been generously given to those who have had a part in developing its interests. "That the work can be accomplished so successfully as it has, is due not only to careful training but to the high grade of ability and length of service of those employed."

Thruout the pamphlet one notes the ever present spirit of co-operation and surely this is one of the splendid contributions made to and by the H. W. Wilson Company.

MARGARET MANN.

Free on Request

The library of the University of Pennsylvania has 25 copies, leather, of the "Catalog of the Russian books presented to the University of Pennsylvania by Hon. Charlemagne Tower," St. Petersburg, 1902, which it will be glad to send to any library sending 10 cents to cover postage. The books are listed in English, also in Russian.

Any library interested may also have two booklets describing the Maria Hosmer Penniman Memorial Library of Education, a collection which forms part of the Library of the University of Pennsylvania.

ASA DON DICKINSON, Librarian.

THE LIBRARY JOURNAL

TWICE-A-MONTH

MAY 15, 1923



THE keynote of the Arkansas Hot Springs conference and of the activities of the American Library Association during the remainder of its first half century was struck in the title of President Utley's presidential address on "The Expanding Responsibilities of the A.L.A." This address was well seconded by those of Joy E. Morgan on behalf of the National Education Association, and of Commander Owsley on behalf of the American Legion. Thruout its history the A. L. A. has had a growing consciousness of its dignity and value as representing a profession of national scope, having a large share in the educational service of the country, and during the war this responsibility was specifically accepted in its work for our soldiers and sailors, which Commander Owsley recognized with grateful appreciation. The thought of this responsibility cannot be too much emphasized, not only in relation with the national organization, but because it gives to each individual librarian, as well as to library trustees, a proper sense of the dignity and worth of their individual service to the community. This in turn should react on the Association and make the profession in every way more worthy to fulfill its increasing opportunities for large and practical service.

PERHAPS the most gratifying feature of the conference was the attendance from the South, unexpectedly large, which fully justified the selection of Arkansas Hot Springs as the place of meeting, despite its distance from library centers and from the ordinary routes of travel. Of the seven hundred and fifty or more gathered two hundred and fifty or more came from the southern states. Arkansas expressed its appreciation of the selection of the state by a delegation of about fifty, representing, it was said, each of its organized libraries; Missouri sent over fifty, Oklahoma over thirty, Texas had a strong and representative delegation from all parts of what is becoming a great library state, and the roll of the southern states was nearly if not fully complete, while the presence of the Senorita Luz Garcia Nunez from Mexico was happy evidence of the increasing library interest and development in our neighbor to the south. Rightly, therefore, the place of honor on the

program for the general sessions was given to summaries, by the presidents of the two regional associations which had been formed in the Southeast and Southwest during the preceding year, of library progress and promise in each of the southern states. The conference should have the double effect of stimulating library interest all thru the South and bringing to library conferences many southern librarians whose pleasant experience at that of 1923 should be the prelude for continuing and increasing representation from the South. The choice of location for the 1924 conference does not come before the Executive Board for some time, but it seems the general opinion that, as the semi-centenary conference is foreordained for Philadelphia, it would be well to hold the 1924 conference in the East and the 1925 conference in the Northwest. Providence has already entered invitation for next year's conference, with the promise of new and abundant hotel accommodation and the use of Brown University campus and dormitories as the central feature, offering relief from city conditions.

THE plans for the semi-centenary of 1926 took more definite shape at the conference with the election of Mr. Roden as chairman of the Committee of Twenty-five and of Secretary Milam, tho already overworked, as secretary to the Committee as well as to the Association. A campaign for ten thousand membership by that year will be the aim of headquarters. The passing thought of a national headquarters building that could be made ready by 1926 was abandoned, but the first practical step towards such a building was taken by the Council in requesting the Executive Board at a proper time to provide for a mail vote, in connection with which the proponents for each location should have opportunity to present the claims and inducements of each and which should be decisive only by a vote of the majority of the Association and not merely of those voting. The Committee of Twenty-five outlined for its own work three main features, provision for an international library conference at Philadelphia, a semi-centenary memorial publication which may take the desirable form of an entirely new issue of the A. L. A. Catalog, first published in 1904,

if federal aid can be assured as before; and a comprehensive library exhibit at Philadelphia, which, after 1926, could be shown at regional and state meetings and thus emphasize everywhere what the public library has achieved and what it means to the community.

NOTEWORTHY in the southern attendance was that of trustees from several southern library boards, all anxious to learn of library methods elsewhere in the relation of trustees with libraries and librarians. Accordingly, the program for the meetings of the Trustees Section was made up of topics on which trustees generally desire to be informed, and the sessions of this section were unusually well attended and proved most lively and useful. Too often meetings of this section have been rather perfunctory, but the experience of 1923 may prove the harbinger of fresh interest on the part of trustees, and the campaign for increasing the membership of the A. L. A. to 10,000 by 1926 should find large recruiting ground among library trustees and should in large measure have this direction. The trustees returned to their respective libraries, as one of them emphasized, with strong appreciation of the business-like way in which the affairs of the conference and of the Association were handled and a new sense of the dignity of the library profession and the importance of public libraries. One president, for instance, called a special meeting of his board to talk over the conference and convey to his associates his surprised impressions, and another year fresh effort should be made to bring to the attention of governing boards of all libraries

the desirability of representation from this side of library administration. Trustees learn to appreciate their own librarians all the more if they see librarians in general in full activity at a national conference.

THE only untoward episode of the conference was the discussion at the Round Table relating to work with negroes, which was intended, as it were, to complement the discussions as to work with the several classes of foreign-born. But the negro, unlike the immigrant, is part of our historic domestic situation, and the race complications involved in work by whites among negroes vary so much in South and North that the subject is too delicate for useful national discussion. The debate at this Round Table became almost acrimonious and the result was too much like the recent international fiasco at the Santiago conference in Chile, where questions which were settling themselves were brought to the front, only to arouse fresh national differences in point of view. The discussions of work with negroes took on so sectional an aspect that it was proposed to discontinue this section hereafter, and it was only by a divided vote that it was decided to have such a Round Table in 1924. In the judgment, of many leaders of the profession, it would be much wiser to leave this question, so far as the South is concerned, to the two regional associations, which are especially competent to deal with the southern phase in a spirit of good will toward the negro that is not less strong because it differs somewhat in attitude and method from that which is manifested in the North.

IN THE LIBRARY WORLD

NEW YORK

A plan for the issuing of certificates to librarians and library workers was formally adopted at a meeting of the Regents of the University of the State of New York on April 7, and is now in force.

The regents at present, tho authorized by law to do so, make no requirements that any person shall secure a certificate to fill any position in a public library. It is left entirely to the voluntary choice and action of librarians and library workers.

The plan now adopted eliminates practically every objection that has been raised to the general proposition of certification of librarians. It is the result of six years of special study and debate in the State, and has been unanimously

approved two years in succession by the New York Library Association.

No examinations will be held before January, 1924.

DELaware

Twenty-eight routes, each route covering about twenty-five miles, are visited once a month by the book wagons of the Delaware State Library Commission. In 1921 and 1922 565 trips were made, 2,187 homes visited, and 55,143 volumes loaned. In 1922 the traveling libraries were circulated 136 times and 7617 volumes loaned, for the most part to schools. In that year 856 volumes were added to the collection at a cost of \$945. The appropriation was \$5200 for the year. Subscriptions to the *Christian Herald*, *Popular Mechanics*, and the *Saturday Evening*

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OHIO

The first library in Ohio was the Dayton Library Society, incorporated by an act of the General Assembly passed February 21, 1805. The second was the Granville Library Society, incorporated by an act passed January 26, 1807. There were no public libraries in the state in the present acceptation of the term prior to the adoption of the present constitution in 1851, says the Ohio State Library's recently published "Library Laws of Ohio in Force January 1, 1923." A general law providing for the incorporation of schools and library companies was passed in 1817, and permitted six or more persons to have their articles of association approved by the president of the common pleas court and two judges of the supreme court. One hundred and seventy-three library companies were established by special acts of the General Assembly from 1805 to 1851, not necessarily under this general law.

The Ohio State Library was started in 1817 with the purchase of 509 books by Governor Worthington from an appropriation of \$3,500 made by the General Assembly. A joint resolution adopted January 29, 1818, provided rules and regulations for the government of the library, limiting the use of the library to members of the assembly and state officers. An act passed January 20, 1824, provided for the appointment of a state librarian by joint ballot of both branches of the assembly. The librarian was to receive a salary of \$200 a year for three years, and the book appropriation was \$350 per annum for four years. On March 6, 1845, an act was passed providing for the creation of a board of library commissioners consisting of the Governor, Secretary of State, and State Librarian, and evidently making provision for the establishment of a reference library, as it allowed "all persons . . . to visit the library and examine and read the books there without taking the same therefrom. . . ." An act was passed January 27, 1853, providing for the reorganization of the state library and repealing the former two acts. The state librarian was to be appointed by the Governor for a term of two years. In 1896 provision was made for the appointment of a library board of three members, and this law was in effect until changed by the terms of the reorganization act of 1921.

Apparently the first law authorizing a tax levy for library purposes was the act of March 14, 1853, "to provide for the appointment of school librarians and to provide a tax levy of

one-tenth mill for school libraries." An act "to authorize cities of the second class to receive donations of library buildings and libraries and to provide a tax levy for maintaining same" was passed February 24, 1868.

More than one hundred acts relating to libraries have been passed since 1853, but very few since 1902. The tendency has been to create larger units and to provide for more efficient service and organization.

The first number of *Ohio Libraries*, also issued by the State Library, shows that seven cities of over 100,000 population have public libraries, twenty of 20,000 to 100,000 population, and as many between 10,000 and 20,000. Nine libraries have county support. There are thirty-eight cities of between 5,000 and 10,000 population with public libraries, and ninety-two villages also make provision for the maintenance of a library.

COLORADO

The biennial report of the Colorado Board of Library Commissioners submits that little accomplishment can be expected until some money is made available for its work. What has been done has been accomplished by individual commissioners at their own expense. The main handicap to library work in Colorado, aside from the Commission's lack of means to employ a library organizer or field worker, is the division of this state work among three governing authorities. The state library by the constitution is placed under the Department of Public Instruction. The traveling libraries are under a board whose members belong to the Federation of Women's Clubs, and the general direction and supervision of library work throughout the state is under the Board of Library Commissioners. Two bills have been drawn up by the Executive Council of the Colorado Library Association for the consideration of the legislature. One of these unites the State Traveling Library and the State Library Commissions under the name of the State Library Commission, giving this commission the duties of both the former commissions and an appropriation of \$8,000. It also gives the commission a limited supervisory authority of the State Library and the State Historical Society Library. The second bill is in the form of a constitutional amendment revoking the provision which makes the State Superintendent of Public Instruction the State Librarian.

Thirty-four cities are shown by an appended table to have public libraries. Five of them have no appropriation. Twenty-one counties have no public libraries.

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The following abbreviations are used:

- A. Library School of the Carnegie Library of Atlanta.
- C. California State Library School.
- C.P. Carnegie Library School of Pittsburgh.
- D. Drexel Library School.
- Ill. University of Illinois Library School.
- L.A. Library School of the Los Angeles Public Library.
- N.Y.P.L. Library School of the New York Public Library.
- N.Y.S. New York State Library School.
- P. Pratt Institute School of Library Science.
- R. Riverside Library School.
- S. Simmons College School of Library Science.
- S.L. St. Louis Library School.
- Syr. Syracuse University Library School.
- U.C. University of California Course in Library Science.
- W.R. Western Reserve Library School.
- Wis. Wisconsin University Library School.
- Wash. University of Washington Library School.

CALLAN, Bessie, librarian of the Bessemer and Lake Erie Railroad, will represent the Pittsburgh Special Libraries Association at the S.L.A. Conference at Atlantic City, April 22-25.

CAREY, Alice V., formerly branch librarian and now director of story telling of the Cincinnati Public Library, contributes "New Names for Old," a safety first play in one act, to the rapidly growing list of plays by librarians. (New York: Samuel French. 30c.)

CHILD, Grace A., 1897 P., librarian of the Phoenix Mutual Life Insurance Company of Hartford, was married on May 7, to Mr. James Newton Bevan.

DICKINSON, Asa Don, librarian of the University of Pennsylvania, is joint editor with Henry Van Dyke and Hardin Craig of a new and enlarged edition of the "Book of British and American Verse," published by Doubleday, Page and Company. The present edition does not contain either an author index or a title index, but the publishers promise that before long the copies sold will include these.

HEMPHILL, Helen E., formerly librarian and recently in charge of the files of the Western Electric Company, New York, is now librarian for the Society for Electrical Development, Inc., New York City.

HILL, Grace, 1912 N. Y. S., head cataloger of the Kansas City, Mo. Public Library, resigns in July, and plans to spend several months in the west before returning to library work.

JOHNSTON, Esther, 1908 Wis., librarian of the Seward Park Branch of the New York Public Library has been transferred as librarian of the new Fordham Branch. She is succeeded at the Seward Park Branch by Alice Keats O'Connor, 1911-13 N.Y.P.L., who for the last three and half years has been children's librarian of that branch.

LAIRD, Hilda C., 1919 P., has resigned as head cataloger from the library of the League of Nations in Geneva, Switzerland, and has been succeeded in that position by Miss Janet F. Saunders, class of 1921, cataloger at Princeton University Library.

STEVENS, Edward F., librarian of the Pratt Institute Library School, is to spend four months in Europe touring in pursuit of "professional lore." He will also represent the A. L. A. at the British Library Association Conference.

TAYLOR, Lucien E. is now first assistant in the Catalog Department of the Boston Public Library succeeding John Murdock, who has been in the service of the Library since 1896 and who is one of the two first members of the staff to retire voluntarily under the Boston Retirement Act on March 31st. Ellen A. Eaton, first assistant in the South Boston Branch, who entered the service in 1873, is the other.

TODD, Grace S., 1906, has been put in charge of the revising, editing, and publication of the Gebring Hotel Directory, published by the Gebring Publishing Company, 234 West 72nd Street, New York City.

VERMEULE, Edith F., 1918 P., who has been librarian of the Yesler branch of the Seattle Public Library for several years past, has returned to New York and has been made librarian of the Tompkins Square branch.

WALKER, Kenneth C., has resigned the librarianship of the United States Bureau of Mines Experiment Station, Pittsburgh, Pa., to enter the Meadville Theological School next fall.

WHITTEMORE, Mildred, 1915 S., is to be acting librarian in the Radcliffe College Library, during the absence of Miss Rose Sherman, S. 1912, in 1923-24.

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FOR SPECIAL CLASSES

CHILDREN

A reading course for the elementary schools of the state of New York. Rev. ed. Albany: University of the State of New York. *Bulletin*. May 15, 1922. 15 p. pap. (No. 758).

Urioste, Antero. *Algunos libros que pueden servir para establecer una biblioteca infantil*. Montevideo, Uruguay: Barreiro. 74 p. pap. (Consejo Nacional de Enseñanza Primaria y Normal, Biblioteca de los Maestros).

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Adams, W. W. Accidents at metallurgical works in the United States during the calendar year 1921. U. S. Bureau of Mines. Bibl. (Technical paper 327).

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ADVERTISING

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A list of the articles that have appeared in the *Printers' Ink* publications on the advertising and merchandising of jewelry. 185 Madison ave., New York. 2 mim. p. (*Printers' Ink* special service).

— Trunks and bags. 1 mim. p.

— Optical goods and thermometers. 2 mim. p.

AGRICULTURE

Canada Dept. of Agriculture. List of publications, 1923. Ottawa. 8 p. Jan. 1923. (Pam. no. 1, n.s.).

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Gordon, Margery, and Marie B. King, *comps.* Verse of our day; an anthology of modern American and British poetry, with studies in poetry. Appleton. 9 p. bibl. D. \$2.

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Hobson, R. L. *The wares of the Ming Dynasty.* Scribner. 2 p. bibl. O. \$25.

PRIMARIES

The direct primary. Philadelphia: American Academy of Political and Social Science. *Annals.* March 1923. Bibl. \$1. (v. 106, no. 195).

PROFIT SHARING

Bloomfield, Daniel, and Meyer Bloomfield. Financial incentives for employees and executives. Wilson. 2 v. 12 p. bibl. in. v. 1. D. \$4.80. (Modern executive's library).

PSYCHOANALYSIS

Fielding, William J. *Health and self-mastery through psycho-analysis and auto-suggestion.* Lothrop. 4 p. bibl. O. \$2.

PSYCHOLOGY, ABNORMAL. *See* MENTAL DISEASESRAILROADS. *See* CANADIAN PACIFIC RAILWAY

RED CROSS SOCIETY—IOWA

Fullbrook, Earl S. *The Red Cross in Iowa;* in 2 v. Iowa City: State Historical Society. 47 p. bibl. D. \$4.

RELIGION

Unwin, Ernest E. *Religion and biology.* Doran. 2 p. bibl. D. \$1.75.

SHORT STORIES—AMERICAN

O'Brien, Edward J. H. *The advance of the American short story.* Dodd. 24 p. bibl. \$2.

LIBRARY OPPORTUNITIES

No charge is made for the insertion of notices in this department.

Answers should be addressed to the advertiser, not to the editor of the LIBRARY JOURNAL.

Those announcing positions open will save unnecessary correspondence by making a statement of their requirements regarding the education, sex, approximate age, health, etc., of candidates for these positions.

POSITIONS WANTED

University graduate with four years' library and two years' office experience wishes a position in college or university library. Available September 1st or earlier. R. B. 10.

College graduate, trained librarian, experienced in general work in college library desires position September first. E. Y. 10.

College graduate with year's apprentice training in well known library wants position in Atlantic or Middle States. College library preferred. B. S. 10.

Library school graduate with experience in charge of small public library wishes position in either school or public library. M. F. 10.

Woman with library training and experience in both college and public libraries wishes position. Cataloging preferred, might consider reference or delivery desk work. L. H. 10.

Assistant with five years' experience in general library work and summer course at library school desires position in East, preferably in New England or New Jersey. A. B. 10.

Woman, college graduate, with four years' teaching experience and six months' practical library training, desires position in library in or near Philadelphia. A. 10.

POSITIONS OFFERED

Wanted, assistant librarian for teachers' college library, to begin work September 1. Requirements, college degree, library training (not less than one year) and some experience. Work, one hour of teaching

elementary library methods; the remainder of time to be divided between cataloging department and loan desk. Contract for twelve months with six weeks' vacation. Address Sarah Hougham, librarian, State Teachers College, Moorehead, Minn.

The United States Civil Service Commissioner announces an open competitive examination for a Cataloger.

The examination will be held thruout the country on June 20. It is to fill a vacancy in the office of the Superintendent of Documents, Government Printing Office, Washington, D. C., at an entrance salary of \$1,000 a year, plus the increase of \$20 a month granted by Congress, and vacancies in positions requiring similar qualifications.

The duties of the position are to classify, catalog, and index books, maps, prints, documents, and other U. S. Government publications; to proof-read catalogs and prepare manuscript for printing; and to perform related work as required.

Competitors will be rated on the following: Proof reading or correcting proof, 15 weights; cataloging, 40; indexing and arrangement, 25; and education, training, and experience, 20.

Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the board of U. S. civil-service examiners at the post office or customhouse in any city.

LIBRARY CALENDAR

May 22-25. At the Hotel Chelsea, Atlantic City. Fourteenth annual convention of the Special Libraries Association.

June 1-2. New England College Librarians. Meeting at Simmons College on the evening of Friday, June 1st and at the Arnold Arboretum, Jamaica Plain, on the forenoon of Saturday, June 2nd. College Librarians from outside New England will also be welcome.

June 4-6. At Yosemite. Annual meeting of the California Library Association.

June 7. At the Bangor Public Library. Maine Library Association's annual meeting.

June 11-13. At the Oregon Agricultural College, Corvallis. Pacific Northwest Library Association.

June 22-23. At the Cliff Hotel, North Scituate. Massachusetts Library Club.

June 28-July 6. At Oakland and San Francisco, Calif. World Conference on education. The program of the library division of the National Education Association to be announced later.

September 3-8. Silver Bay, Lake George, N. Y. Joint meeting of the New York Library Association and the Massachusetts Library Club.

Oct. or Nov. At Winston-Salem. Annual meeting of the North Carolina Library Association.

CATALOGS RECEIVED.

A catalog containing books in English literature and on a variety of interesting subjects. New York. Edgar H. Wells Company. May, 1923. 36p. S.

Clearance catalog of books—biography, literature, history, sets of standard authors, reference books, etc., offered to close out at very low prices. Prices are good while present stock lasts or two months from date. Springfield, Mass. The H. R. Hunting Co., Inc. April, 1923. 20p. O.

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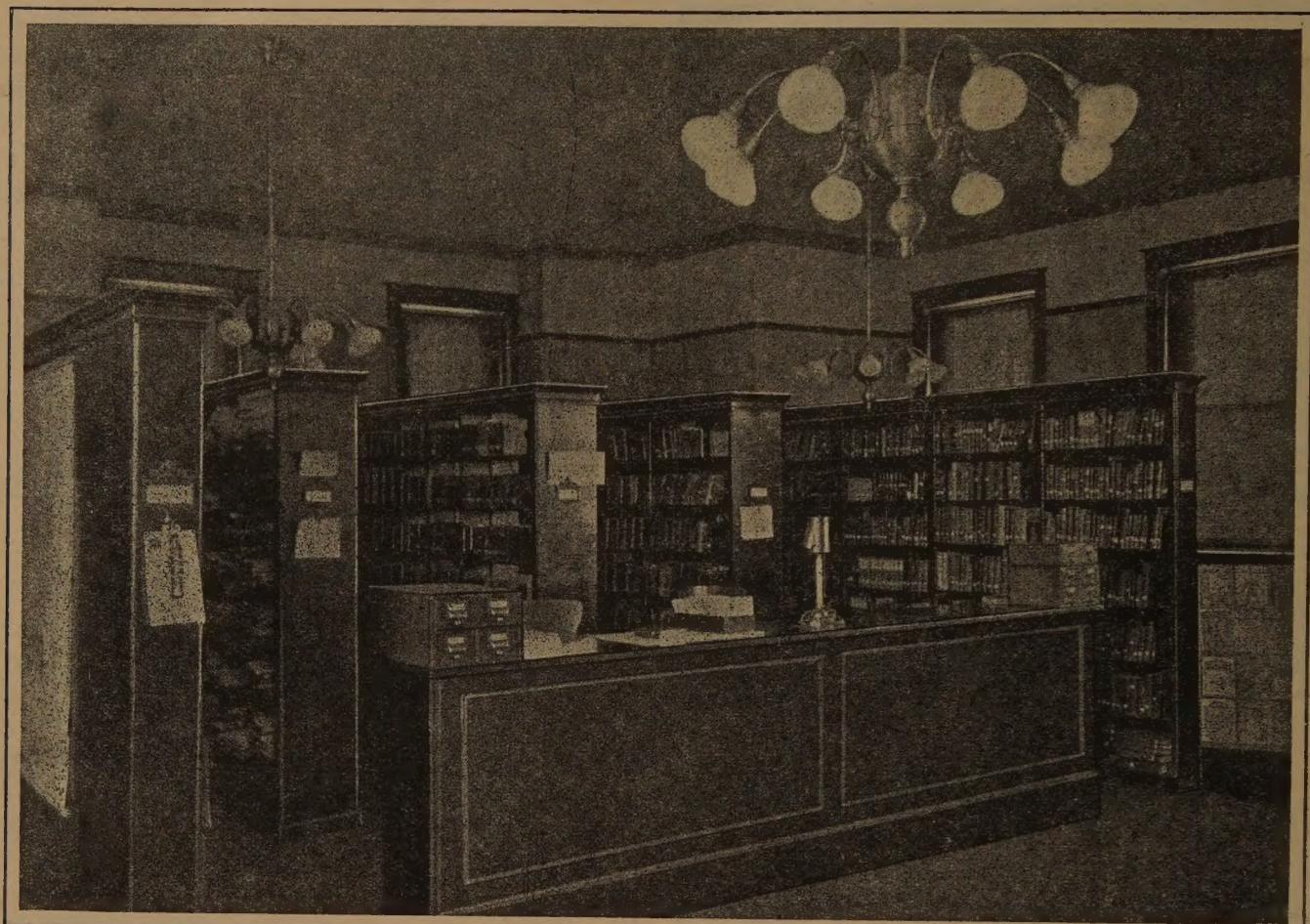
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